



**JAMES WELDON JOHNSON LEADERSHIP ACADEMY
PUBLIC/MIDDLE SCHOOL 57**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT 04/MANHATTAN/04M057)

ADDRESS: 176 EAST 115TH STREET NEW YORK, N.Y. 10029

TELEPHONE: 212-860-5812

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 057 **SCHOOL NAME:** James Weldon Johnson Leadership Academy

SCHOOL ADDRESS: 176 East 115th Street New York, N.Y. 10029

SCHOOL TELEPHONE: 212-860-5812 **FAX:** 212-860-6072

SCHOOL CONTACT PERSON: Israel Soto **EMAIL ADDRESS:** ISoto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vylmary Bennett

PRINCIPAL: Israel Soto

UFT CHAPTER LEADER: Virginia Vilsaint

PARENTS' ASSOCIATION PRESIDENT: Vylmary Bennett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** Children's First Network #3

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Luz Cortazo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Betty Lugo	*Principal or Designee	
Janice Gray	*UFT Chapter Chairperson or Designee	
Vylmary Bennett	*PA/PTA President or Designated Co-President	
Vylmary Bennett	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yvette Martinez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacey Tate	Member/Teacher	
Bridget Wallace	Member/Teacher	
Carrie Lucido	Member/Teacher	
Angelica Reyes	Member/Parent	
Claudia Rodriguez	Member/Parent	
Angelica Velazquez	Member/Parent	
	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Located in the heart of New York City's East Harlem community, otherwise known as El Barrio, Public School 57, The James Weldon Johnson Leadership Academy, has become a beacon of hope. Less than a decade ago our school's standardized test scores and morale were at an all time low. Nine years later, we proudly provide a solid education and a safe environment to about 750 students in Pre-Kindergarten through grade Eight. PS 57 has become one of the most coveted schools in the East Harlem community. Most of our students come from culturally diverse backgrounds. The East Harlem community is home to Hispanics, African Americans, and new immigrants from Mexico, Africa, and the Middle East. Our school is a vibrant, multicultural environment, reflecting the neighborhood's changing population. The school is a central part of the community to many of our students and their families. PS 57 prides itself in creating an environment that is safe, nurturing, and where student accomplishments are celebrated and proudly displayed throughout the building.

The administrative make-up of our school is composed of a principal and three assistant principals. Our teaching staff is composed of 56 fully licensed teachers and more than half of them have more than five years of teaching experience. Eighty-eight percent of our teachers hold a Masters Degree or higher. To help support our students, parents, and curriculum we have one math coach, two reading/math intervention teachers, two resource room teachers, one ESL teacher, three speech/language teachers, two psychologists, two social workers, two guidance counselors, a parent coordinator, a nurse-practitioner, and 12 paraprofessionals and school aides.

Our curriculum focuses on improving and strengthening the skills our students need to meet the New York State Performance Standards. In light of that effort, we provide academic intervention services to students at risk and our high performing students and many professional development opportunities for teachers to strengthen their craft. Furthermore, our curriculum is enhanced through community-based and private sector partnerships such as: Say Yes to Education, City Year, the 92nd Street Y, Society for Educational Arts, Theater From the Heart, Virtual Y, Urban Dove, North General Hospital, READ, Bob Silver Foundation, Hunter College, New York University, Columbia University, Bloomberg Foundation, Touro College, NY Horticultural Society, Migdol Foundation, Children for Children, My Own Book Fund, and many others. These partnerships strengthen and enrich our curriculum and help us navigate through our journey from a good school to a great school.

We are continuing, for the tenth year in a row, to show academic growth in all academic areas. Through a sound curriculum, collaborative planning, state of the art technology, a dedicated staff, supportive parents and partnerships, our students will continue making strides. Our school exemplifies our vision and mission to provide an environment that strives through educational excellence to enable all of our students to achieve their greatest potential, expand their horizons, and achieve their dreams.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	James Weldon Johnson			
District:	4	DBN #:	04M057	School BEDS Code: 310400010057

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	35		92.5	93.4	TBD		
Kindergarten	78	85	74						
Grade 1	83	91	98	Student Stability: % of Enrollment					
Grade 2	104	97	104	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	99	107	98		92.9	91.0	TBD		
Grade 4	104	108	111						
Grade 5	83	101	114	Poverty Rate: % of Enrollment					
Grade 6	38	41	41	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	42	35	45		82.6	89.7	93.2		
Grade 8	36	41	33						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	84	TBD		
Grade 12	0	0	0						
Ungraded	3	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	706	742	754		7	9	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	36	24						
No. in Collaborative Team Teaching (CTT) Classes	41	44	56	Principal Suspensions	1	7	TBD		
Number all others	36	63	65	Superintendent Suspensions	7	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	48	50	47	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	105	109	91	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	14	47	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	56	59	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.1	0.9	0.8	Percent more than two years teaching in this school	71.4	64.4	TBD
Black or African American	23.0	21.4	23.3	Percent more than five years teaching anywhere	53.6	47.5	TBD
Hispanic or Latino	69.7	70.9	68.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.7	4.8	Percent Masters Degree or higher	88.0	86.0	TBD
White	1.6	1.8	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	97.3	TBD
Multi-racial	0	0	0				
Male	50.1	50.3	48.8				
Female	49.9	49.7	51.2				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	97.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Data Gathered from Multiple Sources Indicates the Following Needs:

- Continue to design curricula in all grades and subject areas around student needs and best practices
- Align the literacy curriculum with the new Core Standards
- Embed the content areas (science and social studies) into the literacy curriculum
- Continue strengthening our knowledge and use of data to monitor student progress and improve instruction
- Continue to provide differentiated instruction to meet the needs of our students
- Continue using technology to improve instruction across the grades and disciplines
- Incorporate more the use of technology in order to support the HSP Math program
- Increase student engagement across the grades and subjects
- Increase the number of students that are making improvement from last year to this year in English Language Arts and Mathematics (increase student achievement)
- Continue to increase school-wide standardized English Language Arts and Mathematics scores by 1%-5%
- Students in lowest third demonstrate one year's progress in English Language Arts and Mathematics
- Increase parent involvement in PA meetings, adult classes, workshops, and school-wide events

Greatest Accomplishments over the Last Couple of Years

PS/MS 57 can note many, varied accomplishments over the past three years that have served to attract both students and quality teachers. Among the most notable achievements is the amount of progress our students have made on the state English and Language Arts exams as evidenced in the New York City Progress Report. Programmatically, the core curriculum continues to be expanded upon to represent a more seamless connection amongst the discipline areas and to meet the needs of our students. Our instructional planning and lesson implementation reflects rigorous quality and high student expectations. Academic Intervention Services have expanded to accommodate the identified, specific ELA and math needs of the lowest and highest thirds of our students. Students have participated in numerous competitions and exhibitions and received awards recognition for their high quality participation. Academic enrichment includes, but is not limited to the establishment of performance groups such as Drum/Flag/Cheerleaders Corps, theater, chorus, violin, xylophone, and ballroom dancing; as well as our Winter Extravaganza and Mano a Mano performances. Professional development is designed to reflect both curriculum requirements and teacher development needs. Professional development provisions have made half of our teachers Smartboard certified. The 57 Inquiry Team has designed our very own copy-written PS 57 Vocabulary Notebook around their vocabulary inquiry work. PS/MS 57 is proud of its increase in partnership affiliations and the fact that the established alliances have become more solidified over time. In addition to students' rich and varied opportunities to learn, physical plant enhancements have added to the school tenor and environmental quality.

Most Significant Aids or Barriers to the School's Continuous Improvement

The most significant barriers to our school success are two-fold. Facilities space and middle school class size relentlessly soar, strain our resources, and threaten our continuous improvement.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Curriculum Alignment

In addressing the need to align and further develop our curriculum in order to meet the needs of our students and increase student achievement, the following goals have been developed:

- By June 2011 our literacy curriculum will be aligned across the grades and with the new core standards
- By June 2011 80% of our literacy curriculum will have science and social studies embedded into it
- By June 2011 100% of our teachers have participated in lab site observations and examining of student work around the developed curriculum

Monitoring of Student Progress

In addressing the need to use data to more closely monitor the progress of our students in order to meet the diverse needs of our students and raise student achievement:

- By June 2011 80% of our classroom teachers are setting interim and long term goals for students and monitoring the progress towards those goals
- By June 2011 50% of our students are self-assessing their progress towards the goals and their learning
- By June 2011 100% of classroom teachers are using the ARIS system to gather data about their students
- By June 2011 80% of teachers are using data to drive and differentiate instruction
- By June 2011 the PS 57 Inquiry Team has developed a repertoire or tool box of strategies and best practices for teachers based on the on-going monitoring student progress

Technology

In addressing the need to continue to use technology to improve instruction and student achievement, the following goals have been developed:

Goals:

- By June 2011 80% of teachers will use interactive whiteboards/SmartBoards and computers to develop our students' basic technology skills through developmentally-appropriate instruction
- By June 80% of teachers will integrate inquiry and media instructional technology strategies into their first to Grade 8 teaching practices

- By June 2011 teachers will use technology as an instructional tool to help improve student achievement across the subject areas
- By June 2011 80% of our teachers will be certified Smartboard users via a rigorous training
- By June 2011 teacher will more effectively use technology to increase student engagement

Student Engagement

In addressing the need for our students to be more engaged in their learning the following goals have been developed:

- By June of 2011, collectively develop an eclectic repertoire of teaching and learning strategies that provide varied opportunities to learn and which accentuate linguistic proficiency such as effective verbal expression and rich vocabulary usage
- By June of 2011, increase by 30% the quantity/frequency of student-directed presentations and responses and decrease the number of teacher directed lessons
- By June 2011, increase by 30% the number varied project-based lessons that elicit deeper understanding of concepts and themes
- By June 2011, increase by 30% the amount of student collaborative projects, group work and activities.

Parent Involvement

In addressing the need to improve parental involvement the following, goals have been developed:

Goals:

- Administration, teachers, and staff will communicate with parents on a regular basis
- Increase parent and family participation in school-wide decision-making
- Increase parent and family participation in school activities and events by 10%
- Increase the number of parents that attend Parent Association meetings
- Increase the number of parents that attend workshops and classes sponsored by PS 57 and Parent Association

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Curriculum Alignment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011 our literacy curriculum will be aligned across the grades and with the new core standards • By June 2011 80% of our literacy curriculum will have science and social studies embedded into it • By June 2011 100% of our teachers have participated in lab site observations and examining of student work around the developed curriculum
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers collaborate with literacy consultant, Olivia Wahl, to develop a curricular calendar that aligns units of studies across the grades and has new core standards embedded in it • Literacy consultant furthers develop literacy curriculum PS 57 teachers have written during the summer of 2011 • Teachers participate in a three day conference to work closely with consultants around the work of curriculum development and alignment • Teachers will work with consultant throughout the year around the implementation of aligned curriculum including participating in lab sites, analyzing student work, inter-visitations, and common planning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2010-2011 school year • At least 3 common preps, including a 90 minute common prep, will be provided to classroom to be used for professional development and common planning • Administration facilitates intervisitations within the school and visits to other schools to observe best practices around curriculum and instruction
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Rigby benchmark • ECLAS 2 • NYSESLAT • Writing and reading portfolios • Student work and projects

Subject/Area (where relevant): Monitoring of Student Progress

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011 80% of our classroom teachers are setting interim and long term goals for students and monitoring the progress towards those goals • By June 2011 50% of our students are self-assessing their progress towards the goals and their learning • By June 2011 100% of classroom teachers are using the ARIS system to gather data about their students • By June 2011 80% of teachers are using data to drive and differentiate instruction • By June 2011 the PS 57 Inquiry Team has developed a repertoire or tool box of strategies and best practices for teachers based on the on-going monitoring student progress
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Plan 6-week study cycles, weekly grade-level collaborations and bi-annual principal/teacher conferences that identify , monitor and assess instruction strategies that reflect academic rigor, professional teaching standards and the Inquiry Team’s identified focus areas • Implement on-going, data-driven assessment to determine and communicate specific student needs and calculate individual progress. • Embed into the schedule common planning, reflective practice, and individual administrative conferencing that supports collaboration and measurable performances • Collaborate with colleagues to identify students’ challenges and interests while supporting their effort through instructional enhancement, student performance awareness and teacher competencies development
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 funds are utilized to contract literacy consultant, Olivia Wahl, to develop PS 57 curricula and facilitate implementation of it throughout the 2010-2011 school year • At least 3 common preps, including a 90 minute common prep, will be provided to classroom to be used for professional development and common planning • Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around curriculum and instruction
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitored through ARIS, interim assessments, student conferences, class participation • Teacher observations • Walkthroughs • One on one teacher and administration Instructional Conferences twice per year

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2010, 80% of teachers will use interactive whiteboards/SmartBoards and computers to develop our students' basic technology skills through developmentally-appropriate instruction • By June 2010, 80% of teachers will integrate inquiry and media instructional technology strategies into their kindergarten-grade 8 teaching practices • By June 2010, 80% teachers will use technology as an instructional tool to help improve student achievement across the subject areas • By June 2010, 80% of our teachers will be certified Smartboard users • By June 2010, the school website will be fully functional
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • In month of September, technology needs assessment completed by teachers in grades K-8 • Administration uses needs assessment to plan technology needs assessment for the 2010-2011 year • Computer lab teacher in consultation with technology consultants create a curriculum that incorporates content areas in technology instruction • Classroom teachers and support staff will develop/plan lessons that reflect the integration of technology into the curriculum • Provide Smartboard certification classes for teachers and staff that did not receive it in SY 2009-2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Technology specialist is afforded professional development activities/conference within and outside the school building • Technology specialist will be provided numerous opportunities to visit other schools that integrate technology into the curriculum • Computer/technology lab position is created to support technology goals • Additional desktops are purchased for grades K-5 • Smartboards are purchased for kindergarten classrooms • Provide Smartboard certification classes for teachers and staff that did not receive it in SY 2009-2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher lesson plans reflect the use of technology in their lessons throughout the subjects • Classroom observations and focus visits conducted by the administration and technology teacher using a technology specific rubric • Student work and projects • Teachers share best technology practices during common planning time

Subject/Area (where relevant): Student Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June of 2011, collectively develop an eclectic repertoire of teaching and learning strategies that provide varied opportunities to learn and which accentuate linguistic proficiency such as effective verbal expression and rich vocabulary usage • By June of 2011, increase by 30% the quantity/frequency of student-directed presentations and responses and decrease the number of teacher directed lessons • By June 2011, increase by 30% the number varied project-based lessons that elicit deeper understanding of concepts and themes • By June 2011, increase by 30% the amount of student collaborative projects, group work and activities.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create schedules, assessment tools and training opportunities to analyze the effectiveness of designed plans to maximize student engagement • Develop school-wide and grade level time-tables to regularly asses the progress of identified student engagement goals • Align curriculum, instruction, and technology usage to maximize student engagement • Teachers, the Inquiry Team and consultants collaborate to develop strategies and activities that promote student engagement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title 1 funds will be used will be used to contract consultant that will embed engagement into curricula. • At least 3 common preps, including a 90 minute common prep, will be provided to classroom to be used for planning lessons with high engagement and sharing best practices • Administration facilitates inter-visitations within the school and visits to other schools to observe best practices around student engagement
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student engagement rubric • Formal and informal observations • Learning walks • Student work and projects • Student oral presentations • Student Checklists and surveys

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> Administration, teachers, and staff will increase parent involvement in the Parent Association, workshops, and school-wide activities by 10%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> Utilize the Learning Environment Survey as a needs assessment Monthly Parent Association meetings Monthly workshops sponsored by the Parent Association Adult ESL classes Women’s Wellness Day Men’s Breakfast ELA, Math, ESL workshops throughout the year and across the grades Family Nights sponsored by City Year team Parents as Reading Buddies Curriculum Nights Parent teachers Conferences in November and March School calendar Monthly In Touch Newsletter from the principal Monthly Teacher Newsletter On-going, regular communication with families Computer phone message service to inform parents about attendance and events LCD electronic board Recruitment of parent volunteers for Mano a Mano art exhibits and Spring Into Health Carnival Parents training on hoe to use the school website
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> Title 1 funds for meetings and workshops Title 3 funds used for adult ESL classes and workshops Title 3 funds used for translation costs as needed
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> Increases parent/family participation at various events as evidenced by attendance sheets An increase of parents running for PA elections as evidenced by the ballots

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40	0	N/A	N/A	1	1	0	1
1	58	0	N/A	N/A	5	2	1	0
2	65	65	N/A	N/A	2	2	0	0
3	70	70	N/A	N/A	2	2	3	3
4	90	90	25	25	4	3	1	2
5	50	50	10	25	4	0	2	2
6	20	25	15	15	32	0	0	2
7	30	30	15	15	32	0	0	1
8	20	20	15	20	32	0	0	2
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

Based on 2009-2010 Data

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Tier 1: Differentiated ELA instruction in all classes • Tier 2: small group tutoring 30 mins. per day • Tier 2: push-in and pull-out by instructional specialists during the regular school day • Tier 2: after-school 2 days per week for grades 2-5 for 2 hours in total • Tier 2: READ program- one –one tutoring and homework help for 33 at-risk first graders • Tier 2: Great Leaps fluency one-to-one provided by City Year tutors
Mathematics:	<ul style="list-style-type: none"> • Tier 1: Differentiated math instruction in all classes • Tier 2: small group tutoring 30 mins. per day • Tier 2: push-in and pull-out by instructional specialists during the regular school day • Tier 2: after-school 2 days per week for grades 2-5 for 2 hours in total
Science:	<ul style="list-style-type: none"> • Tier 1: Differentiated science instruction in science lab classes • Tier 2: small group tutoring 30 mins. per day for grades 4 and 5 • Tier 2: push-in and pull-out by instructional specialists during the regular school day for grade 4-8 • Tier 2: after-school 2 days per week for grade 4 for 2 hours in total
Social Studies:	<ul style="list-style-type: none"> • Tier 2: small group tutoring 30 mins. per day for grade 5 • Tier 2: push-in and pull-out by instructional specialists during the regular school day for grade 4-8 • Tier 2: after-school 2 days per week for grade 5 for 2 hours in total
At-risk Services Provided by the Guidance Counselor:	At-risk counseling and crisis intervention as needed or recommended by the Student Intervention Team
At-risk Services Provided by the School Psychologist:	At-risk therapy and crisis intervention as needed or recommended by the Student Intervention Team or requested by parents through the North General School Clinic at PS 57
At-risk Services Provided by the Social Worker:	At-risk counseling and crisis intervention as needed or recommended by the Student Intervention Team
At-risk Health-related Services:	At-risk health related services provide by the North General School clinic as needed

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

School DBN: 04M57

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 057	School Name James Weldon Johnson
Principal Mr. Israel Soto		Assistant Principal Ms. Betty Lugo	
Coach Mr. Jonathan Lee		Coach Ms. J. Chun	
Teacher/Subject Area Ms. Elizabeth Ayala		Guidance Counselor Ms. Alison Hoffman	
Teacher/Subject Area Ms. Sara Parra		Parent Vylmary Bennett	
Teacher/Subject Area Ms. Edna Montanez		Parent Coordinator Ms. Lizbeth Rivera	
Related Service Provider Ms. Shari Birdoff		Other Ms. Susan Counts	
Network Leader Mr. Lucius Young		Other Ms. Michelle Villegas	

B. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	142	ELLs as Share of Total Student Population (%)	18.37%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Initial Identification Process

When students enter school, the child and his family are given the Home language Identification Survey (HLIS). The purpose of the Home Language Identification Survey is to identify ELLs. If the home language of the student has been identified as a language other than English, the student will be administered the Language Assessment Battery-Revised (LAB-R) within ten days of admittance to determine the child's English proficiency level. If the student scores below the proficiency level, the parents may opt for one of three programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. Information from the HLIS forms, parent interview, and data from the LAB-R and the NYSESLAT exams are used to identify the English Language Learners of our school. Students are tested with the LAB-R upon arrival to the school and the NYSESLAT is administered every spring. ESL teacher, bilingual teachers, school administrative staff will conduct the interviews and ensure the information on the HLIS. ESL teacher and test coordinators will administer the LAB-R test and complete the process of scoring and placement.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available before the beginning of the next school year. ELLs that do not test out continue to receive ELL services. Those who pass the test will enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year.

Program Choice

In order to place students in the appropriate program, we invite parents of ELLs to a Parent Orientation at the beginning of the school year and a second time in the spring. Here they receive vital information related to the three program choices available to ELLs citywide. Though we offer only TBE and ESL at PS 57, parents are informed of all three choices equally. During the information session, the parents view the ELL Parent Orientation video, and we answer all questions. The presentation is made in Spanish with translation provided in English and Bengali. The video provides the parents with a verbal, visual and auditory explanation of the three program models. A second orientation is offered when necessary in the spring, and ongoing one-on-one orientation is provided should new arrivals register during the school year. The Parent Coordinator and ESL Teacher are the facilitators of these ongoing orientations. We also assure that materials are available in other target languages for our parents. During this segment of the orientation, the parents are presented with the program models available at PS 57. Upon completion of these presentations and open discussion, the parents are provided with the opportunity to select a program for their child. Parents given information about the different programs available through the New York City Department of Education and shown the informational video. Parents are made aware of parent choice and different options they need to make about programs available for their children. Parent brochures are provided to the parents to convey the information on program choice. If parents are not able to attend the orientation in the beginning of the semester, follow-up workshops will be made available to parents throughout the school year. The workshops are conducted by the ESL teacher and facilitated by the parent coordinator. Workshop starts with the information and explanation of the program choices. Then, the ESL teacher and parent coordinator work through the Program Selection Form in details to guide parents in making choices for their children. Plenty time is reserved for clarifying questions, providing further explanation and discussion. Finally, parents are provided with the advise from the ESL teacher about what parents can do at home to foster a positive learning experience for their ELL children.

Entitlement Letters

Entitlement letters are sent to families to inform the eligibility of receiving ESL/TBE/Dual Language services for their child upon confirmation of the eligibility of the students through the LAB-R test. Entitlement letters are distributed to the ELLs by the ESL teacher and the homeroom teachers. The letters can either be brought back by the students or the parents can opt to drop it off in the main office of school. Copies are made for each letter. The original letters along with the copies are kept on file for record and future reference.

Placement of ELLs

ELLs are placed in either ESL, TBE or Dual Language Program according to the choice their parents made. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. This applies to grades K to 8. PS 57 currently does not offer Dual Language Program. If parents request Dual Language Program, consultation and referrals will be made to facilitate parents in finding the program in other schools. Such communication will be conducted in parents' native language by bilingual teachers, ESL teacher, school administrative staff or third-party translators.

Trends in Program Choices

The LAP Team meets and reviews parent choice forms and tallies parent's program selections. The LAP Team also looks for patterns and trends within these forms. The growing desire for TBE will be addressed by having at least one bilingual class in grades K through second grade. An evaluation of the Parent Surveys indicates that the parents in the early grades wanted their children in bilingual education. However, this choice is phased out after the second grade, which is consistent with our current parent choice survey information. This is consistent with the fact that parent choice is predominately for an ESL program in grades 3-6. However, parents that chose any other program are supported in obtaining the program of their choice. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. The programs at our school currently are aligned with the parents' choice. For example, one sample of parent responses yielded 90% requesting the Transitional Bilingual Education and about 10% requesting a Dual Language program. The programs offered at PS 57 are consistent with the requests received from parents during our Parent Orientation workshops conducted throughout the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot
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														#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
Dual Language (50%:50%)	0													0
Freestanding ESL														
Self-Contained	0													0
Push-In	4	4	4	4	4	4	4	4	4					36
Total	5	5	5	4	4	4	4	4	4	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	43			0			0			43
Dual Language	0			0			0			0
ESL	45			48		9	6		3	99
Total	88	0	0	48	0	9	6	0	3	142

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	14	17											40
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1													1
TOTAL	11	15	17	0	43									

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	8	5	22	19	23	3	2	4					89
Chinese		1						1						2
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian					1									1
French	1							1						2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1	2							4
TOTAL	5	9	5	22	20	24	6	4	4	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Public School 57 presently has a Transitional Bilingual program K-2 Spanish/English and a Freestanding ESL program. Currently our Bilingual/ESL program consists of three Spanish Transitional Bilingual Education classes for grades Kindergarten through Second, one per grade.

Students tested that meet the criteria for a bilingual program will be placed in a bilingual program unless the parent decides to place their child in a different program. Teachers in the bilingual/ESL program are fully licensed. As students test out and the number of students becomes reduced parents request to have their children in a monolingual setting. The students transition into a monolingual class (1 class per grade 3-6 target language English) with a teacher who speaks Spanish, in order to lend support to students and parents. The ESL teachers also provide services to these classes using mostly a push in model. The pull-out model is used as needed. The teachers in these classes use ESL methodologies such as total physical response (TPR), shared reading and writing, phonemic awareness, Language Experience Approach, Sheltered English, and balanced literacy.

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five, Everyday Math is used as the math core curriculum; in grades six through eight Impact Math is used. Our science program stresses both the content-area literacy as well as the hands-on experience in the science lab. In social studies, students conduct discussion and investigation in small group setting supported by the teacher to maximize the learning experience. Throughout the subject areas we use the workshop model to deliver instruction to our students. The workshop model includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and

a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. Our ESL teacher pushes in the content classes. School bilingual teachers and bilingual paraprofessionals also support students in classroom.

We have three fully-certified teachers of Transitional Bilingual Education (TBE), one content area teacher with bilingual extension, one fully certified ESL teacher, one certified Foreign Language Teacher, and one certified Special Ed. teacher serving the ELL population of 142 students. One hundred percent of our classroom teachers are fully-certified. In addition we have two paraprofessionals supporting the needs of our ELLs in our CTT classes. Our librarian is bilingually certified and serves the school as a whole. We recognize that we will need another ESL certified teacher for our school and will be actively recruiting additional ESL teacher to serve our students.

The focus of our bilingual and ESL program is to meet the needs of our ELLs and enabling them to meet the performance standards through a balanced literacy approach. In order to ensure that we support our ELLs within the core curriculum the ESL teacher pushes -in for their mandated units of service (beginner and intermediate ELLs: 360 minutes per week and Advanced ELLs: 180 minutes per week). In our bilingual programs students receive 45 minutes of Native Language Arts (Spanish) and 90 minutes of ESL instruction daily. Our ESL teacher aligns their program with the present unit of study being covered in the classes of their ELLs, NYSESLAT data, and the performance standards along with ESL methodologies. Our ESL teachers and support staff assist the ELLs by using the scaffolded reading experience framework of pre-reading, during reading, and post-reading within the ELLs' classrooms. This framework ensures that the ELLs are receiving the instruction needed to broaden their repertoire of reading skills and strategies. Our bilingual and ESL teachers use a variety instructional materials including, but not limited to, guided reading books, leveled library books, audio books, the Sundance Reading Comprehension Strategies kit, and the Empire State NYSESLAT ESL/ELL program.

The rationale for the selection of programs and activities for our ELLs is determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs (based on data from: NYSESLAT, LAB-R, NYS ELA and Math exams, predictive and interim assessments, ECLAS, and Rigby Benchmarks English and the Spanish Rigby Benchmarks). Data from the Home Language Report (RHLLA) supports English and Spanish as our languages of instruction. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELL Learners. It is our belief that the same state standards will be applied to the instructional lessons of our ELL Learners, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the No Child Left Behind Act (NCLB) is adhered to for every ELL Learner inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

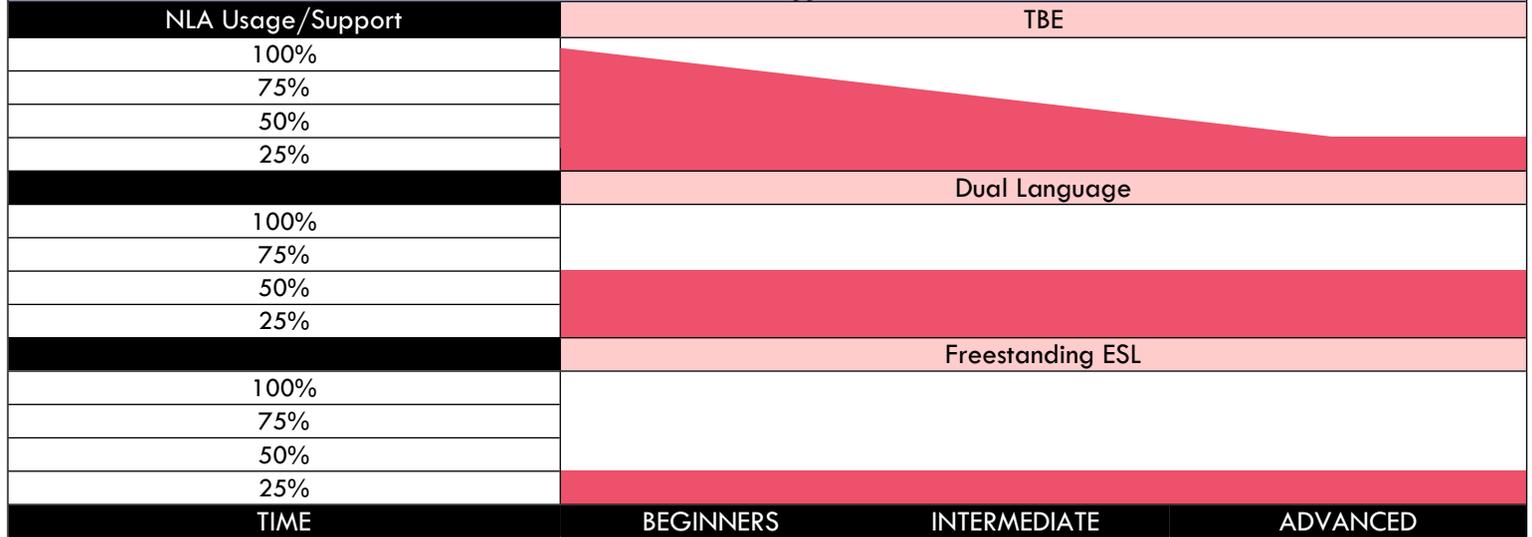
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



B. Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five Everyday Mathematics and in grades six through eight Impact Math program are used as the math core curriculum. Throughout the subject areas we use the workshop model to deliver instruction to our students. In science, scientific vocabulary is taught with additional ESL strategies to the ELLs who are not proficient in reading and writing. In ELA, balanced literacy model is applied. The ELLs are grouped in a small group working specifically with ESL teacher to ensure the delivery and understanding of the material and approaches. Social science is taught to the ELLs by using different levels of the historic documents and textbooks in a smaller group setting. All the instruction includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. All the instruction is given in both Spanish and English for the TBE program. In the ESL program, bilingual paraprofessional is available to provide language support to the ELLs in addition to the ESL instruction.

After ELLs reaching proficiency on the NYSESLAT, we keep monitoring their progress in performance by analyzing the data from their state tests as well as communicating with their teachers. Even though they exist out the program, former ELLs may still need language support to ensure the smooth transition to the general classroom. Our ESL teacher works closely with the former ELLs, their parents and teachers to support the students.

Public School 57 offers a wide variety of support services both mandated and at-risk. These services included, SETSS (mandated and at-risk as determined by the students' IEP or Student Intervention Team), speech and language therapy (bilingual and monolingual), occupational therapy, counseling (we have two bilingual social workers), ELA, math, and science Academic Intervention Services (AIS), small group tutoring (extended-day AIS before school), and the Yes We Can Test Preparation program after-school.

Our curriculum is enriched through the many arts programs offered to our students during and after school. Public School 57 offers a plethora of after school enrichment and remediation activities. Beginning in first grade we offer the Reading Excellence and Discovery (READ) Foundation after-school and summer program (offered to monolinguals and ELLs of beginner, intermediate and advanced level). Y After-School Program (including a karate program), City Year After-School Program, Urban Dove After-School and Summer Program, Say Yes to Education after-school/Freedom School, 57 Scholars Program (enrichment for gifted and talented students including chess, robotics, journalism, photography, debate, and theater), Theater From the Heart, Newspaper Club, the Lego City Robotics Club, basketball, soccer, tennis, and track and field. All of our ELLs are strongly encouraged to participate in the many activities PS 57 has to offer. The parent coordinator, ESL/bilingual teachers, and the parent association inform and advertise the various programs to the parents of our ELLs during the ELL orientation, curriculum night, and PA meetings. Many of our ELLs participate in the after-school program including the Scholars and sports programs. All of the programs send applications home to the parents in English and Spanish. Staff members of the programs and PS 57 can translate in other languages like Bengali, and Chinese to assist filling out applications/forms for the various extra-curricular programs.

By the linguistic level based on formative and summative data and their needs, PS 57 offers differentiated instruction to the subgroups of ELLs by providing smaller classes, individualized instruction, tutoring, and enrichment and after-school programs. We provide support to former ELLs by placing them with bilingual teachers who are trained in ESL methodologies and strategies to offer continuous ESL support. In addition to the ESL programs, our ELLs and former ELLs participate in after school education--Urban Education Exchange who provides support in reading comprehension. All the support used in our programs is age and developmentally appropriate. With our bountiful

resources and programs, we are able to support ELLs correspond to their ages and levels.

Native language instruction and support is provided for our ELLs. In the TBE program, bilingual teacher delivers the instruction in both English and native language. Native language literacy is taught and emphasize. In the ESL program, we provide native language support and instruction whenever possible since we recognize the importance of transfer effect from first language to second language as well as the cultural connection to the students. In addition, we offer foreign language class and native language class in Chinese and Spanish to help our students develop and maintain their languages.

Beginning of September, 2010, PS 57 will offer an orientation breakfast in our school's Garden of Dreams for incoming new ELLs and their parents. This event will take place before the school year starts. During this event, students and parents will have an opportunity to meet with the administration, ESL and bilingual teachers. Students and parents will be informed of the upcoming orientation curriculum night.

Our school makes staff available to help ELLs as they transition from the elementary to middle school level and from the middle school to high school level. The ESL teachers and the parent coordinator conduct meetings in the fall to explain the middle and high school application process in Spanish. Interpretation is made available in Bengali as needed. The parent coordinator takes ELLs and their parents to visit middle schools and high schools throughout the city. The parent coordinator is available as needed to help fill out the middle and high school applications. The ESL teachers push into fifth grade classrooms in order to help the ELLs master both reading and content before they transition into middle school. In the middle school teachers are trained in ESL strategies to help make the more complex content more manageable for our ELLs on these grade levels. Academic intervention services (AIS) is available for ELLs before school and throughout the day to help ensure our students obtain skills needed to succeed in the next level of education.

PS 57 will conduct a supplementary extended day ELL Academy for English language learners who, as identified by the NYSESLAT and LAB-R, are at the beginning and intermediate proficiency level. Following the same format as in the previous two years, the after school program for ELLs (NYSE Program) will focus on a thematic literacy approach using literature books, leveled readers, and hands-on instruction and field experiences.

The ELL Academy for beginning K-3 grade students will begin in November 2010 and run through May 2011. The classes will meet two days a week from 2:45 pm to 5:00 pm and three (3) Saturdays for the field component four and a half hours (4.5) per day. The three (3) bilingual teachers and the (1) ESL teacher will work with small groups helping students to develop language skills through word games, rhymes and songs, literature, and vocabulary building skills. The Title III instruction will be provided in English. NLA support (in Spanish) will be provided as needed. The students will develop reading and oral fluency as well as listening skills and comprehension skills. The four NYSE program teachers (1 ESL, 3 bilingual teachers) will be focusing on literacy development through content area instruction (Math and Science) with ESL strategies and scaffolds with small group interactive instruction. Parents will be encouraged to participate in class activities to support small group instruction and help students in the development of language through hands-on activities and field trip experiences. The purpose of the program is to nurture students' love of language and to develop the vocabulary, concepts and language functions in connection with content learning. In addition, our goal is to continue to help students increase performance on the NYSESLAT by one proficiency level. Both students and parents have the opportunity to work cohesively with experienced bilingual/ESL teachers. The teachers will plan projects and provide educational field exposure that will help the students make real life connections. The Title III program will be supervised by the Principal and the Assistant Principal.

- Participate in hands-on experiential learning via small group activities.
- Enrich content knowledge and cultural awareness by attending NYC museums, zoos and theaters.
- Develop awareness of community resources and places of interest in East Harlem.
- Provide the opportunity to coach parents in language and literacy strategies to support their children at home, as well as develop their own literacy skills in English.

Materials consistent with New York City/State standards will support all classroom instruction and address the student's proficiency and ability levels. Literature books and leveled readers will be for the exclusive use of the extended day ELL Academy (NYSE Project). Materials purchased will include NYSESLAT preparation books and the "Just Right" program. Bilingual/ ESL Teachers will integrate content area instruction in Math and Science into the NYSE Program using Just Right readers Level A\B and the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam.

Educational trips will be conducted to support the thematic units in the Title III instructional programs. The students will participate in programs at the Museum of Natural History and will include hands on approach through the museum. Central Park Zoo instructional programs allow students to observe animals and develop an understanding of animal behavior and classification. The Society of Educational Arts (SEA) will be visiting our school and performing for our ELLs. The Performances include Juan Bobo Stories from Puerto Rico y Santo Domingo, Goldilocks.

Our Bilingual/ESL program will remain primarily as it exists today. Our priority for making classroom changes will be determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELLs. It is our belief that the same state standards will be applied to the instructional lessons of our ELLs, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the NCLB is adhered to for every ELL inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information. We also offer Spanish and Chinese as a foreign language and heritage language to our students to foster their linguistic and cultural knowledge and connection to the languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful Transitional Bilingual Education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners. Professional development takes place throughout the school year to ensure teachers are well prepared to meet the needs of the ELLs.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade eight to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

Tentative Date	Workshop Topic	Participants
September 2010	Effective ESL Strategies	Administration, all teachers, City Year and after-school tutors, literacy volunteer, para-professional
November 2010- May 2011	Book Study Topic: Teaching English Language Learners	Administration, all teachers, para-professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program. The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2011(three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction.

In order to ensure that our teachers receive at least seven and a half hours (10 hours for our special education teachers and paraprofessionals) of strategies in teaching ELLs as per Jose P, staff development will take place throughout the year. The initial training of the year on ESL strategies takes place when the teachers and paraprofessionals return for professional development and to set up their classrooms in late summer. Professional development on strategies of teaching ELLs continues through the year during weekly common preparation/pd periods and during full day professional development days. The school administration ensures that any professional development taking place across the subject areas address the needs of our ELL population by observing the class and discussion with the teachers and students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents will hold an integral part in our ELL Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home. Parents will participate in parent -student workshops held on selected Saturdays to expand parent and student learning opportunities. The parents will get the chance to make projects, use science activities, explore cooking and gain an understanding of their roles as teachers, while creating a bond with our school and their families. Four (4) licensed teachers and one (1) administrator will facilitate the Saturday programs. The Saturday Workshops are programmed to run for two (2) Saturdays and each session will last for four (4) hours starting from fall, 2010. In order to build capacity among immigrant parents, PS 57 will develop center- based workshops for parents and students geared to help parents to make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLS will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at

Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

Parents participate in a varied curriculum of activities at PS 57. This year in partnership with North General Hospital and other organizations, parents have enjoyed workshops in a variety of areas and topics such as, Health: Women's Wellness Day, Asthma Workshop, Stress Management and Relaxation Workshops - Education: Helping Your Child Succeed Academically, the Importance of Immunization, How to Talk to Your Child about Sex. Nutrition: The Vegetable of the Month, Cook Shop. Spanish translation services are available via the parent coordinator and the parent's association for every workshop. Parents are offered adult ESL classes since the beginning of the school year and throughout the year.

As a community, the parents are always welcomed participants on fieldtrips, school wide shows, talents shows and other activities. We also host a Women's Wellness Day dedicated to our parent mothers. The School Leadership will be sponsoring in the spring of 2011 a Multicultural Dinner where families come together to share their customs and cultures. The parents' talents are also a resource for the school. Parents are strongly encouraged and often spend time working with individual students, helping with art projects and taking on various volunteer duties regardless of language they speak or education level.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on the Department of Education to translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 speak a variety of languages but the main home language is 93% Spanish, followed by 2%Chinese, 2% French, among others Bengali. As per our needs assessment, it is found that we need written translation and oral interpretation to meet the needs of our non English-speaking parents.

Parent Activities

Timelines/Logistics for parent Workshops

Time	Topic	Expected Number of Parents
Saturday, November 19, 2010	Help Your Child Succeed in School	40
Saturday, February 4, 2011	Help Your Child Succeed on the NYS ELA and Math Exams	25
Saturday, June 11, 2011	Summer Activities and Games That Promote Learning	50

All the workshops are in bilingual format. Folders with resources will be provided to the parents that attend the workshop. Extra packets will be made available for those that are interested, but did not attend the workshops. Refreshments will be provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	7	5	2	0	2	0	1	0					19
Intermediate(I)	7	10	7	7	10	8	3	3	4					59
Advanced (A)	7	7	10	13	10	14	3	0	0					64

Total	16	24	22	22	20	24	6	4	4	0	0	0	0	142
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	2	0	0	0	0	0				
	I		15	5	3	0	0	0	0	0				
	A		9	17	9	12	10	3	3	2				
	P		0	0	8	8	14	3	1	2				
READING/ WRITING	B		7	2	3	0	1	1	2	2				
	I		9	8	7	10	4	4	1	3				
	A		3	6	11	10	19	0	0	1				
	P		4	6	1	0	0	1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	8	0	16
4	2	6	7	0	15
5	0	3	0	1	4
6	2	1	0	0	3
7	4	1	0	0	5
8	N/A	0	0	0	0
NYSAA Bilingual Spe Ed	9	1	1	0	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		4		12		2		19
4	0		2		7		4		13
5	0		2		2		0		4
6	2		0		0		1		3
7	2		2		1		0		5
8									0
NYSAA Bilingual Spe Ed	6		3		2		0		11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		2		13		17
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	0		0		0		2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		3		0		4
8									0
NYSAA Bilingual Spe Ed	3		0		0		0		3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The data information indicated by the LAB-R and/or NYSESLAT results evidence distinct patterns that correlate with our current program. ELLs in the Kindergarten and First Grade tend receive (B) Beginner and (I) Intermediate levels of proficiency. A recognizable change in the proficiency level takes place in the number of students achieving at the (B) level. Once they reach the Second Grade, many (B) ELLs have reached the (I) level. We believe that TBE model works efficiently and effectively with our (B) and (I) students in kindergarten to grade 2. There are no distinct indicators of weakness evidenced with the NYSESLAT within the TBE program and ESL program and both program seem to be working well for our population of students. As evidenced by the chart below, the students are showing progress in the TBE program and the ESL program. By the Third Grade, the level of student proficiency shifts significantly to the (A) Advanced and a significant number of students exit the ESL program as reflected by their NYSESLAT results. The number of students achieving at the (A) level of proficiency at the Fourth Grade indicates that our program tends to meet our students' needs in a manner that is supported by the research based information supporting three to four years of ESL/Bilingual instruction. The level of student proficiency at grades Five, Six and Seven are clearly evident. Our students begin exiting the ESL program at these grade levels.

The patterns yielded by this data across the four modalities will affect instructional decisions made for our Bilingual/ESL programs. Although we are a school that has a constant influx of students requiring Bilingual/ESL services, the number of students continuing to exit the bilingual program is significant. These students are immediately assessed and immersed into the appropriate program that matches their needs and the Parent Choice Survey. An in-depth review of specific modalities has yielded an area of concern that pertains to the sub-categories of the NYSESLAT in the areas of reading and writing. Our students that continue to score in the (B) and (I) range after the third grade evidenced weaknesses in the areas of listening and speaking. In the past the Balanced Literacy Model and the Teachers College (Readers and Writers Workshop) program have been the underlying structure of our reading and writing instructional program. The reader's workshop will include guided reading, strategy lessons, shared/reading writing tailored to their ELL population. The balanced literacy model will continue to be utilized, since the impact has been significant as indicated by the number of students that continue to exit the ESL/Bilingual program at the 3-7 grade levels. The ESL Extended Day program provides our students with additional experiences in the areas of reading and writing. The program is based upon the use of authentic literature and various genres that are grade level appropriate. In addition to this program, the ESL Teacher integrates the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam. The teachers will use the data information provided by the NYSESLAT Exam History Report (RLAT) for the purpose of planning their lessons to meet the needs of their ELLs.

In order to provide support, skill reinforcement to support curriculum goals, promote success on the NYSESLAT, NYS ELA, NYS Math, and NYS Science, and help our ELL students become successful students we use various teaching strategies and instructional materials. Our teachers use scaffolding strategies to help our ELLs organize their thoughts in English and understand concepts and skills on content areas, such as Math, Science, and Social Studies. The following are researched scaffolding approaches we use with our ELLs: use simplified language, use actions and illustrations to reinforce oral statements, direct and explicit modeling of strategies, and use visual aids. We use various instructional and technology materials to support our ELLs. Some of the materials include texts on various levels that are culturally relevant to these students.

Smartboard (inter-active whiteboard), and ESL software.

NYCE Units of Study and Instructional Strategies:

Read Aloud

Picture Walks

Shared Reading

Instructional Retelling

Word Study

Mathematics

Science

Social Studies

Writing

Predictable Text

Graphic Organizers

Conferencing

Bridging

Modeling

Pre-Read and Post-Read Activities

Every Pupil Response Activities

Oral Presentation

The ELLs in our bilingual program (kindergarten-grade 2) are given the following assessments: LAB-R, NYSELAT, ECLAS, Rigby Benchmark, DIBELS and the Rigby Benchmark in Spanish to assess independent Spanish language growth. The ELLs in grades 3-8 are administered the ECLAS (grade 3 only), NYSELAT, New York State ELA, Math, Science (grades 4 and 8 only), predictive and interim exams (ACUITY), and Rigby Benchmark (this assessment helps determine independent reading level). The administration ensures that ELLs receive test accommodations for all exams. The LAB-R and the NYSELAT scores help drive the instruction and shape the curriculum and planning for our ELLs. The bilingual and ESL teachers examine this data for trends and use it to refine our ESL program. As with all of our students the data from multiple assessments and including student work is used to guide and differentiate instruction to meet the needs of our learners. Our ESL teachers are part of the school's Inquiry Team and the Student Intervention Team (SIT). This collaboration ensures that the needs of our ELL population are considered and that programs and services are tailored to meet those needs.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

We evaluate the success of our programs for ELLs not only by examining the test results from the NYSELAT, New York State ELA, Math, Science(grades 4 and 8 only), predictive and interim exams (ACUITY), ECLAS(grade 3 only) and Rigby Benchmark, but also by communicating with the students, parents and teachers of the ELLs to track their improvement. Even after they exit the program,we pay special attention to the former ELLs by close monitoring of their progress and development.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Pre K-8 _____ Number of Students to be Served: 754 _____ LEP 138 _____ Non-LEP

Number of Teachers 60 _____ Other Staff (Specify) 6 (guidance counselor, social workers, phycologists, therapists)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL Learners receive Title III funded after-school instructional support with our New York City English Language Learners Program (NYCE). The program consists of a Beginners, Intermediate and Advanced groupings. All of our ELLs across the grades are invited to be a part of the NYCE program. The ELL students receive instructional strategies that address the areas of strengths and/or weaknesses in the specific modalities identified by the NYSESLAT assessment. An analysis of the aggregate performance results on the NYSESLAT assessment indicates individual, group and grade level specific levels of performance. The differentiated structure of the after-school program provides the specific instructional strategies need by the ELL Learner to address proficiency for Listening & Speaking and Reading & Writing.

The NYCE program uses a thematic literacy approach using authentic literature, leveled books, hands-on instruction, and field trip experiences to help students to reach the next levels in the NYSELAT, NYS ELA, NYS Social Studies and NYS Science tests.

The bilingual and ESL teachers work closely to ensure that the ELLs receive individualized attention in this program and work with small groups helping students acquire language skills through games, rhymes and songs, literature, vocabulary building skills, and visual arts. The NYCE teachers target the NYSESLAT modalities through the use of ESL methodologies.

NYCE Units of Study and Instructional Strategies:

- Read Aloud
- Picture Walks
- Shared Reading
- Instructional Retelling
- Word Study
- Mathematics
- Science
- Social Studies
- Writing
- Predictable Text
- Graphic Organizers
- Conferencing
- Bridging
- Modeling

Pre-Read and Post-Read Activities
Every Pupil Response Activities
Oral Presentation

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful transitional bilingual education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher’s College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participated in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is *Teaching English Language Learners* by Katharine Davies Samway and the article *Reading Supports for All* by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles *Getting at the Content* by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is *Successful Strategies for English Language Learners*.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade five to design writing mini-lessons based on Ruth Culham’s 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

<u>Tentative Date</u>	<u>Workshop Topic</u>	<u>Participants</u>
September 2010 City Year and after-	Effective ESL Strategies teachers,	Administration, all school tutors, literacy

November 2010-
May 2011

volunteer, para-
professional

Book Study Topic: Teaching English

Administration, all
Language Learners

teachers, para-

professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2009(three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction

Section III. Title III Budget

School: PS/MS 57 _____ BEDS Code: 3104000100057

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on Department of Education translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 Speak a variety of languages but the majority home languages are 45% Spanish and 3% Asian, African and Bengali languages as per our needs assessment, it is found that we need written translation and oral interpretation written translation and oral interpretation to meet the needs of our non English-speaking parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide bilingual translation for parent letters, newsletters, and flyers. Bengali, Cantonese, and Mandarin will be available to parents via telephone or written forms. African languages translations are not always available.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretations will be available during curriculum nights, parent meetings, parent workshops, parent-teacher conferences, and middle school orientations. These oral translations will be offered by PS 57 staff. Translations are available in Spanish, Cantonese, Mandarin, and Bengali. Any other translations could be done by a parent volunteers as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the *Bill of Parent Rights and Responsibilities*. We have posted in two prominent areas (lobby and main office) a sign with the languages that interpretation can be made available. Written and oral interpretation services will be provided at curriculum nights, PA meetings and workshops, parent meetings, and Parent/Teacher Conferences.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$670,681	\$147,841	\$818,841
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,670		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,534	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,068	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____98%____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

PS/MS 57 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/MS 57 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will have the opportunity to join the School Leadership Team, attend monthly parent workshops, parent recruiting events, parent teacher conferences and open house days.
2. PS/MS 57 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: As members of the School Leadership Team, parents have the opportunity to be involved in reviews of curriculum and areas needing improvement.
3. PS/MS 57 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents may partake in not only parent teacher conferences and School Leadership Team meetings, but they have the opportunity to work on the School Health Team (that facilitates a health fair annually) and also attend workshops.
4. PS/MS 57 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by using the Target pre-kindergarten program.
5. PS/MS 57 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. One barrier we face is limited English proficiency in many of the parents in the PS/MS 57 community. This is a barrier to better parent involvement. We are hoping that with the addition of parent English as a Second Language courses that we will increase parent involvement throughout the school.
6. PS/MS 57 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.

- The school hosts open houses at the beginning of each school year (“Curriculum Nights”), at which teachers inform parents about not only the curriculum being covered for that year, but what the state expects the students to know. Teachers also inform parents about city/statewide assessments that students may be taking that year, when the tests are given, and what is expected of the child.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by implementing parent workshops. Possible topics are literacy, technology, and mathematics (as taught by HSP Math).
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by meeting with parents on Curriculum Night and determining whether parents are interested in being classroom volunteers for the year. Parents will also be taught technology and job skills, which could aid students in the learning process and be of value to the school as well. Parents are provided with free ESL classes. Every year PS 57 hosts a Women’s Wellness Day for our mothers and female guardians.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by allowing parents to become more active in their child’s classroom via read-alouds or shares. Parents may also take part in the annual integrated arts project.
- e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Letters are distributed amongst students, available in both English and Spanish. The school’s parent coordinator is available at all times for in person/telephone translations. Parents receive information via the phone messenger system in English and Spanish. Information about upcoming activities and events are posted on the electronic board outside of the school building. is posted Parents are also provided with a monthly letter/calendar (“In Touch”) and there is an annual parent calendar that school activities posted.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Israel Soto. This policy was adopted by the PS/MS 57 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/MS 57 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 57 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school provides high quality instruction for all students via reduced class size for most grades. We provide differentiated instruction in both reading and mathematics. The school follows a standards based, uniform curriculum as mandated by the Chancellor.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and in March.
Parent teacher conferences are officially held twice per year (usually November and March). There are also Curriculum Nights at the start of the school year. Individual parent conferences may be held as needed.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will receive ARIS training in order to gain knowledge of the child's testing history and other information. Parents will also receive progress reports periodically and report cards at parent teacher conferences. Specific concerns may be brought to a parent's attention by the teacher or an administrator at any time.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may arrange meetings during scheduled parent teacher conference times or as teachers' schedules allow.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may chaperone trips; they may do read-alouds in the classroom; facilitate discussions on culture/heritage/career; observe student work or behavior; help with class/school extracurricular activities such as school pep rallies or school-wide events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The School Leadership Team is a clear example of how parents and staff work as a cohesive unit in order to implement and improve parent involvement activities.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch and play video games
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups, School Leadership Team
- Attending workshops, curriculum night and parent teacher conferences regularly.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$670,681	✓	
Title I, Part A (ARRA)	Federal	✓			\$147,841	✓	
Title II, Part A	Federal	✓			\$32,141	✓	
Title III, Part A	Federal	✓				✓	
Title IV	Federal	✓				✓	
IDEA	Federal	✓			\$139,794	✓	

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	✓				✓	
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
30 Students
2. Please describe the services you are planning to provide to the STH population.
 - Counseling
 - Referrals to outside agencies
 - Health Services via North General School Clinic
 - Academic Intervention Services (AIS)
 - Enrichment Programs
 - Free school uniforms and supplies (including book bag)

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	James Weldon Johnson					
District:	4	DBN:	04M057	School		310400010057

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		92.5	93.4	94.0
Kindergarten	85	74	80				
Grade 1	91	98	93	Student Stability - % of Enrollment:			
Grade 2	97	104	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	107	98	106		92.9	91.0	92.9
Grade 4	108	111	102				
Grade 5	101	114	116	Poverty Rate - % of Enrollment:			
Grade 6	41	41	45	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	35	45	42		82.6	93.2	93.2
Grade 8	41	33	45				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	84	92
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	742	754	768	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	9	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	24	45	Principal Suspensions	1	1	5
# in Collaborative Team Teaching (CTT) Classes	44	56	65	Superintendent Suspensions	7	0	1
Number all others	63	65	64				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	50	47	TBD	Number of Teachers	56	59	57
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	109	91	TBD				
# ELLs with IEPs	14	47	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	6	6	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	64.4	70.2
				% more than 5 years teaching anywhere	53.6	47.5	57.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	86.0	82.5
American Indian or Alaska Native	0.9	0.8	0.0	% core classes taught by "highly qualified" teachers	95.8	97.3	98.6
Black or African American	21.4	23.3	26.7				
Hispanic or Latino	70.9	68.4	66.9				
Asian or Native Hawaiian/Other Pacific	4.7	4.8	3.6				
White	1.8	1.6	2.6				
Male	50.3	48.8	50.9				
Female	49.7	51.2	49.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target

All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	14.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**Public School 57
James Weldon Johnson Leadership Academy
Language Allocation Policy (LAP) 2010-2011**

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 057	School Name James Weldon Johnson
Principal Mr. Israel Soto	Assistant Principal Ms. Betty Lugo		
Coach Mr. Jonathan Lee	Coach Ms. J. Chun		
Teacher/Subject Area Ms. Elizabeth Ayala	Guidance Counselor Ms. Alison Hoffman		
Teacher/Subject Area Ms. Sara Parra	Parent Vylmary Bennett		
Teacher/Subject Area Ms. Edna Montanez	Parent Coordinator Ms. Lizbeth Rivera		
Related Service Provider Ms. Shari Birdoff	Other Ms. Susan Counts		
Network Leader Mr. Lucius Young	Other Ms. Michelle Villegas		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	142	ELLs as Share of Total Student Population (%)	18.37%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Initial Identification Process

When students enter school, the child and his family are given the Home language Identification Survey (HLIS). The purpose of the Home Language Identification Survey is to identify ELLs. If the home language of the student has been identified as a language other than English, the student will be administered the Language Assessment Battery-Revised (LAB-R) within ten days of admittance to determine the child's English proficiency level. If the student scores below the proficiency level, the parents may opt for one of three programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. Information from the HLIS forms, parent interview, and data from the LAB-R and the NYSESLAT exams are used to identify the English Language Learners of our school. Students are tested with the LAB-R upon arrival to the school and the NYSESLAT is administered every spring. ESL teacher, bilingual teachers, school administrative staff will conduct the interviews and ensure the information on the HLIS. ESL teacher and test coordinators will administer the LAB-R test and complete the process of scoring and placement.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available before the beginning of the next school year. ELLs that do not test out continue to receive ELL services. Those who pass the test will enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year.

Program Choice

In order to place students in the appropriate program, we invite parents of ELLs to a Parent Orientation at the beginning of the school year and a second time in the spring. Here they receive vital information related to the three program choices available to ELLs citywide. Though we offer only TBE and ESL at PS 57, parents are informed of all three choices equally. During the information session, the parents view the ELL Parent Orientation video, and we answer all questions. The presentation is made in Spanish with translation provided in English and Bengali. The video provides the parents with a verbal, visual and auditory explanation of the three program models. A second orientation is offered when necessary in the spring, and ongoing one-on-one orientation is provided should new arrivals register during the school year. The Parent Coordinator and ESL Teacher are the facilitators of these ongoing orientations. We also assure that materials are available in other target languages for our parents. During this segment of the orientation, the parents are presented with the program models available at PS 57. Upon completion of these presentations and open discussion, the parents are provided with the opportunity to select a program for their child. Parents given information about the different programs available through the New York City Department of Education and shown the informational video. Parents are made aware of parent choice and different options they need to make about programs available for their children. Parent brochures are provided to the parents to convey the information on program choice. If parents are not able to attend the orientation in the beginning of the semester, follow-up workshops will be made available to parents throughout the school year. The workshops are conducted by the ESL teacher and facilitated by the parent coordinator. Workshop starts with the information and explanation of the program choices. Then, the ESL teacher and parent coordinator work through the Program Selection Form in details to guide parents in making choices for their children. Plenty time is reserved for clarifying questions, providing further explanation and discussion. Finally, parents are provided with the advice from the ESL teacher about what parents can do at home to foster a positive learning experience for their ELL children.

Entitlement Letters

Entitlement letters are sent to families to inform the eligibility of receiving ESL/TBE/Dual Language services for their child upon confirmation of the eligibility of the students through the LAB-R test. Entitlement letters are distributed to the ELLs by the ESL teacher and the homeroom teachers. The letters can either be brought back by the students or the parents can opt to drop it off in the main office of school. Copies are made for each letter. The original letters along with the copies are kept on file for record and future reference.

Placement of ELLs

ELLs are placed in either ESL, TBE or Dual Language Program according to the choice their parents made. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. This applies to grades K to 8. PS 57 currently does not offer Dual Language Program. If parents request Dual Language Program, consultation and referrals will be made to facilitate parents in finding the program in other schools. Such communication will be conducted in parents' native language by bilingual teachers, ESL teacher, school administrative staff or third-party translators.

Trends in Program Choices

The LAP Team meets and reviews parent choice forms and tallies parent's program selections. The LAP Team also looks for patterns and trends within these forms. The growing desire for TBE will be addressed by having at least one bilingual class in grades K through second grade. An evaluation of the Parent Surveys indicates that the parents in the early grades wanted their children in bilingual education. However, this choice is phased out after the second grade, which is consistent with our current parent choice survey information. This is consistent with the fact that parent choice is predominately for an ESL program in grades 3-6. However, parents that chose any other program are supported in obtaining the program of their choice. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. The programs at our school currently are aligned with the parents' choice. For example, one sample of parent responses yielded 90% requesting the Transitional Bilingual Education and about 10% requesting a Dual Language program. The programs offered at PS 57 are consistent with the requests received from parents during our Parent Orientation workshops conducted throughout the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
Self-Contained	0													0
Push-In	4	4	4	4	4	4	4	4	4					36
Total	5	5	5	4	4	4	4	4	4	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	8	5	22	19	23	3	2	4					89
Chinese		1						1						2
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian					1									1
French	1							1						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1	2							4
TOTAL	5	9	5	22	20	24	6	4	4	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Public School 57 presently has a Transitional Bilingual program K-2 Spanish/English and a Freestanding ESL program. Currently our Bilingual/ESL program consists of three Spanish Transitional Bilingual Education classes for grades Kindergarten through Second, one per grade.

Students tested that meet the criteria for a bilingual program will be placed in a bilingual program unless the parent decides to place their child in a different program. Teachers in the bilingual/ESL program are fully licensed. As students test out and the number of students becomes reduced parents request to have their children in a monolingual setting. The students transition into a monolingual class (1 class per grade 3-6 target language English) with a teacher who speaks Spanish, in order to lend support to students and parents. The ESL teachers also provide services to these classes using mostly a push in model. The pull-out model is used as needed. The teachers in these classes use ESL methodologies such as total physical response (TPR), shared reading and writing, phonemic awareness, Language Experience Approach, Sheltered English, and balanced literacy.

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five, Everyday Math is used as the math core curriculum; in grades six through eight Impact Math is used. Our science program stresses both the content-area literacy as well as the hands-on experience in the science lab. In social studies, students conduct discussion and investigation in small group setting supported by the teacher to maximize the learning experience. Throughout the subject areas we use the workshop model to deliver instruction to our students. The workshop model includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. Our ESL teacher pushes in the content classes. School bilingual teachers and bilingual paraprofessionals also support students in classroom.

We have three fully-certified teachers of Transitional Bilingual Education (TBE), one content area teacher with bilingual extension, one fully certified ESL teacher, one certified Foreign Language Teacher, and one certified Special Ed. teacher serving the ELL population of 142 students. One hundred percent of our classroom teachers are fully-certified. In addition we have two paraprofessionals supporting the needs of our ELLs in our CTT classes. Our librarian is bilingually certified and serves the school as a whole. We recognize that we will need another ESL certified teacher for our school and will be actively recruiting additional ESL teacher to serve our students.

The focus of our bilingual and ESL program is to meet the needs of our ELLs and enabling them to meet the performance standards through a balanced literacy approach. In order to ensure that we support our ELLs within the core curriculum the ESL teacher pushes -in for their mandated units of service (beginner and intermediate ELLs: 360 minutes per week and Advanced ELLs: 180 minutes per week). In our bilingual programs students receive 45 minutes of Native Language Arts (Spanish) and 90 minutes of ESL instruction daily. Our ESL teacher aligns their program with the present unit of study being covered in the classes of their ELLs, NYSESLAT data, and the performance

standards along with ESL methodologies. Our ESL teachers and support staff assist the ELLs by using the scaffolded reading experience framework of pre-reading, during reading, and post-reading within the ELLs' classrooms. This framework ensures that the ELLs are receiving the instruction needed to broaden their repertoire of reading skills and strategies. Our bilingual and ESL teachers use a variety instructional materials including, but not limited to, guided reading books, leveled library books, audio books, the Sundance Reading Comprehension Strategies kit, and the Empire State NYSESLAT ESL/ELL program.

The rationale for the selection of programs and activities for our ELLs is determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs (based on data from: NYSESLAT, LAB-R, NYS ELA and Math exams, predictive and interim assessments, ECLAS, and Rigby Benchmarks English and the Spanish Rigby Benchmarks). Data from the Home Language Report (RHLLA) supports English and Spanish as our languages of instruction. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELL Learners. It is our belief that the same state standards will be applied to the instructional lessons of our ELL Learners, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the No Child Left Behind Act (NCLB) is adhered to for every ELL Learner inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%	Dual Language		
100%			
75%			
50%			
25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

B. Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five Everyday Mathematics and in grades six through eight Impact Math program are used as the math core curriculum. Throughout the subject areas we use the workshop model to deliver instruction to our students. In science, scientific vocabulary is taught with additional ESL strategies to the ELLs who are not proficient in reading and writing. In ELA, balanced literacy model is applied. The ELLs are grouped in a small group working specifically with ESL teacher to ensure the delivery and understanding of the material and approaches. Social science is taught to the ELLs by using different levels of the historic documents and textbooks in a smaller group setting. All the instruction includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. All the instruction is given in both Spanish and English for the TBE program. In the ESL program, bilingual paraprofessional is available to provide language support to the ELLs

in addition to the ESL instruction.

After ELLs reaching proficiency on the NYSESLAT, we keep monitoring their progress in performance by analyzing the data from their state tests as well as communicating with their teachers. Even though they exist out the program, former ELLs may still need language support to ensure the smooth transition to the general classroom. Our ESL teacher works closely with the former ELLs, their parents and teachers to support the students.

Public School 57 offers a wide variety of support services both mandated and at-risk. These services included, SETSS (mandated and at-risk as determined by the students' IEP or Student Intervention Team), speech and language therapy (bilingual and monolingual), occupational therapy, counseling (we have two bilingual social workers), ELA, math, and science Academic Intervention Services (AIS), small group tutoring (extended-day AIS before school), and the Yes We Can Test Preparation program after-school.

Our curriculum is enriched through the many arts programs offered to our students during and after school. Public School 57 offers a plethora of after school enrichment and remediation activities. Beginning in first grade we offer the Reading Excellence and Discovery (READ) Foundation after-school and summer program (offered to monolinguals and ELLs of beginner, intermediate and advanced level). Y After-School Program (including a karate program), City Year After-School Program, Urban Dove After-School and Summer Program, Say Yes to Education after-school/Freedom School, 57 Scholars Program (enrichment for gifted and talented students including chess, robotics, journalism, photography, debate, and theater), Theater From the Heart, Newspaper Club, the Lego City Robotics Club, basketball, soccer, tennis, and track and field. All of our ELLs are strongly encouraged to participate in the many activities PS 57 has to offer. The parent coordinator, ESL/bilingual teachers, and the parent association inform and advertise the various programs to the parents of our ELLs during the ELL orientation, curriculum night, and PA meetings. Many of our ELLs participate in the after-school program including the Scholars and sports programs. All of the programs send applications home to the parents in English and Spanish. Staff members of the programs and PS 57 can translate in other languages like Bengali, and Chinese to assist filling out applications/forms for the various extra-curricular programs.

By the linguistic level based on formative and summative data and their needs, PS 57 offers differentiated instruction to the subgroups of ELLs by providing smaller classes, individualized instruction, tutoring, and enrichment and after-school programs. We provide support to former ELLs by placing them with bilingual teachers who are trained in ESL methodologies and strategies to offer continuous ESL support. In addition to the ESL programs, our ELLs and former ELLs participate in after school education--Urban Education Exchange who provides support in reading comprehension. All the support used in our programs is age and developmentally appropriate. With our bountiful resources and programs, we are able to support ELLs correspond to their ages and levels.

Native language instruction and support is provided for our ELLs. In the TBE program, bilingual teacher delivers the instruction in both English and native language. Native language literacy is taught and emphasize. In the ESL program, we provide native language support and instruction whenever possible since we recognize the importance of transfer effect from first language to second language as well as the cultural connection to the students. In addition, we offer foreign language class and native language class in Chinese and Spanish to help our students develop and maintain their languages.

Beginning of September, 2010, PS 57 will offer an orientation breakfast in our school's Garden of Dreams for incoming new ELLs and their parents. This event will take place before the school year starts. During this event, students and parents will have an opportunity to meet with the administration, ESL and bilingual teachers. Students and parents will be informed of the upcoming orientation curriculum night.

Our school makes staff available to help ELLs as they transition from the elementary to middle school level and from the middle school to high school level. The ESL teachers and the parent coordinator conduct meetings in the fall to explain the middle and high school application process in Spanish. Interpretation is made available in Bengali as needed. The parent coordinator takes ELLs and their parents to visit middle schools and high schools throughout the city. The parent coordinator is available as needed to help fill out the middle and high school applications. The ESL teachers push into fifth grade classrooms in order to help the ELLs master both reading and content before they transition into middle school. In the middle school teachers are trained in ESL strategies to help make the more complex content more manageable for our ELLs on these grade levels. Academic intervention services (AIS) is available for ELLs before school and throughout the day to help ensure our students obtain skills needed to succeed in the next level of education.

PS 57 will conduct a supplementary extended day ELL Academy for English language learners who, as identified by the NYSESLAT and LAB-R, are at the beginning and intermediate proficiency level. Following the same format as in the previous two years, the after school program for ELLs (NYSE Program) will focus on a thematic literacy approach using literature books, leveled readers, and hands-on instruction and field experiences.

The ELL Academy for beginning K-3 grade students will begin in November 2010 and run through May 2011. The classes will meet two days a

week from 2:45 pm to 5:00 pm and three (3) Saturdays for the field component four and a half hours (4.5) per day. The three (3) bilingual teachers and the (1) ESL teacher will work with small groups helping students to develop language skills through word games, rhymes and songs, literature, and vocabulary building skills. The Title III instruction will be provided in English. NLA support (in Spanish) will be provided as needed. The students will develop reading and oral fluency as well as listening skills and comprehension skills. The four NYSE program teachers (1 ESL, 3 bilingual teachers) will be focusing on literacy development through content area instruction (Math and Science) with ESL strategies and scaffolds with small group interactive instruction. Parents will be encouraged to participate in class activities to support small group instruction and help students in the development of language through hands-on activities and field trip experiences.

The purpose of the program is to nurture students' love of language and to develop the vocabulary, concepts and language functions in connection with content learning. In addition, our goal is to continue to help students increase performance on the NYSESLAT by one proficiency level. Both students and parents have the opportunity to work cohesively with experienced bilingual/ESL teachers. The teachers will plan projects and provide educational field exposure that will help the students make real life connections. The Title III program will be supervised by the Principal and the Assistant Principal.

- Participate in hands-on experiential learning via small group activities.
- Enrich content knowledge and cultural awareness by attending NYC museums, zoos and theaters.
- Develop awareness of community resources and places of interest in East Harlem.
- Provide the opportunity to coach parents in language and literacy strategies to support their children at home, as well as develop their own literacy skills in English.

Materials consistent with New York City/State standards will support all classroom instruction and address the student's proficiency and ability levels. Literature books and leveled readers will be for the exclusive use of the extended day ELL Academy (NYSE Project). Materials purchased will include NYSESLAT preparation books and the "Just Right" program. Bilingual/ ESL Teachers will integrate content area instruction in Math and Science into the NYSE Program using Just Right readers Level A\B and the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam.

Educational trips will be conducted to support the thematic units in the Title III instructional programs. The students will participate in programs at the Museum of Natural History and will include hands on approach through the museum. Central Park Zoo instructional programs allow students to observe animals and develop an understanding of animal behavior and classification. The Society of Educational Arts (SEA) will be visiting our school and performing for our ELLs. The Performances include Juan Bobo Stories from Puerto Rico y Santo Domingo, Goldilocks.

Our Bilingual/ESL program will remain primarily as it exists today. Our priority for making classroom changes will be determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELLs. It is our belief that the same state standards will be applied to the instructional lessons of our ELLs, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the NCLB is adhered to for every ELL inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information. We also offer Spanish and Chinese as a foreign language and heritage language to our students to foster their linguistic and cultural knowledge and connection to the languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful Transitional Bilingual Education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners. Professional development takes place throughout the school year to ensure teachers are well prepared to meet the needs of the ELLs.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade eight to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

Tentative Date	Workshop Topic	Participants
September 2010	Effective ESL Strategies	Administration, all teachers, City Year and after-school tutors, literacy volunteer, para-professional
November 2010- May 2011	Book Study Topic: Teaching English Language Learners	Administration, all teachers, para-professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program. The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2011 (three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction.

In order to ensure that our teachers receive at least seven and a half hours (10 hours for our special education teachers and paraprofessionals)

of strategies in teaching ELLs as per Jose P, staff development will take place throughout the year. The initial training of the year on ESL strategies takes place when the teachers and paraprofessionals return for professional development and to set up their classrooms in late summer. Professional development on strategies of teaching ELLs continues through the year during weekly common preparation/pd periods and during full day professional development days. The school administration ensures that any professional development taking place across the subject areas address the needs of our ELL population by observing the class and discussion with the teachers and students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents will hold an integral part in our ELL Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home.

Parents will participate in parent -student workshops held on selected Saturdays to expand parent and student learning opportunities. The parents will get the chance to make projects, use science activities, explore cooking and gain an understanding of their roles as teachers, while creating a bond with our school and their families. Four (4) licensed teachers and one (1) administrator will facilitate the Saturday programs. The Saturday Workshops are programmed to run for two (2) Saturdays and each session will last for four (4) hours starting from fall, 2010. In order to build capacity among immigrant parents, PS 57 will develop center- based workshops for parents and students geared to help parents to make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLs will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

Parents participate in a varied curriculum of activities at PS 57. This year in partnership with North General Hospital and other organizations, parents have enjoyed workshops in a variety of areas and topics such as, Health: Women's Wellness Day, Asthma Workshop, Stress Management and Relaxation Workshops - Education: Helping Your Child Succeed Academically, the Importance of Immunization, How to Talk to Your Child about Sex. Nutrition: The Vegetable of the Month, Cook Shop. Spanish translation services are available via the parent coordinator and the parent's association for every workshop. Parents are offered adult ESL classes since the beginning of the school year and throughout the year.

As a community, the parents are always welcomed participants on fieldtrips, school wide shows, talents shows and other activities. We also host a Women's Wellness Day dedicated to our parent mothers. The School Leadership will be sponsoring in the spring of 2011 a Multicultural Dinner where families come together to share their customs and cultures. The parents' talents are also a resource for the school. Parents are strongly encouraged and often spend time working with individual students, helping with art projects and taking on various volunteer duties regardless of language they speak or education level.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on the Department of Education to translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 speak a variety of languages but the main home language is 93% Spanish, followed by 2%Chinese, 2% French, among others Bengali. As per our needs assessment, it is found that we need written translation and oral interpretation to meet the needs of our non English-speaking parents.

Parent Activities

Timelines/Logistics for parent Workshops

Time	Topic	Expected Number of Parents
Saturday, November 19, 2010	Help Your Child Succeed in School	40
Saturday, February 4, 2011	Help Your Child Succeed on the NYS ELA and Math Exams	25
Saturday, June 11, 2011	Summer Activities and Games That Promote Learning	50

All the workshops are in bilingual format. Folders with resources will be provided to the parents that attend the workshop. Extra packets will be made available for those that are interested, but did not attend the workshops. Refreshments will be provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	7	5	2	0	2	0	1	0					19
Intermediate(I)	7	10	7	7	10	8	3	3	4					59
Advanced (A)	7	7	10	13	10	14	3	0	0					64
Total	16	24	22	22	20	24	6	4	4	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		0	0	2	0	0	0	0	0				
	I		15	5	3	0	0	0	0	0				
	A		9	17	9	12	10	3	3	2				
	P		0	0	8	8	14	3	1	2				
READING/WRIITING	B		7	2	3	0	1	1	2	2				
	I		9	8	7	10	4	4	1	3				
	A		3	6	11	10	19	0	0	1				
	P		4	6	1	0	0	1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	8	0	16
4	2	6	7	0	15
5	0	3	0	1	4
6	2	1	0	0	3
7	4	1	0	0	5
8	N/A	0	0	0	0
NYSAA Bilingual Spe Ed	9	1	1	0	11

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		4		12		2		19
4	0		2		7		4		13
5	0		2		2		0		4
6	2		0		0		1		3
7	2		2		1		0		5
8									0
NYSAA Bilingual Spe Ed	6		3		2		0		11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		2		13		17
8									0
NYSAA Bilingual Spe Ed	0		0		0		2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		3		0		4
8									0
NYSAA Bilingual Spe Ed	3		0		0		0		3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The data information indicated by the LAB-R and/or NYSESLAT results evidence distinct patterns that correlate with our current program. ELLs in the Kindergarten and First Grade tend receive (B) Beginner and (I) Intermediate levels of proficiency. A recognizable change in the proficiency level takes place in the number of students achieving at the (B) level. Once they reach the Second Grade, many (B) ELLs have reached the (I) level. We believe that TBE model works efficiently and effectively with our (B) and (I) students in kindergarten to grade 2. There are no distinct indicators of weakness evidenced with the NYSESLAT within the TBE program and ESL program and both program seem to be working well for our population of students. As evidenced by the chart below, the students are showing progress in the TBE program and the ESL program. By the Third Grade, the level of student proficiency shifts significantly to the (A) Advanced and a significant number of students exit the ESL program as reflected by their NYSESLAT results. The number of students achieving at the (A) level of proficiency at the Fourth Grade indicates that our program tends to meet our students' needs in a manner that is supported by the research based information supporting three to four years of ESL/Bilingual instruction. The level of student proficiency at grades Five, Six and Seven are clearly evident. Our students

Workshop) program have been the underling structure of our reading and writing instructional program. The reader's workshop will include guided reading, strategy lessons, shared/reading writing tailored to their ELL population. The balanced literacy model will continue to be utilized, since the impact has been significant as indicated by the number of students that continue to exit the ESL/Bilingual program at the 3-7 grade levels. The ESL Extended Day program provides our students with additional experiences in the areas of reading and writing. The program is based upon the use of authentic literature and various genres that are grade level appropriate. In addition to this program, the ESL Teacher integrates the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam. The teachers will use the data information provided by the NYSESLAT Exam History Report (RLAT) for the purpose of planning their lessons to meet the needs of their ELLs.

In order to provide support, skill reinforcement to support curriculum goals, promote success on the NYSESELAT, NYS ELA, NYS Math, and NYS Science, and help our ELL students become successful students we use various teaching strategies and instructional materials. Our teachers use scaffolding strategies to help our ELLs organize their thoughts in English and understand concepts and skills on content areas, such as Math, Science, and Social Studies. The following are researched scaffolding approaches we use with our ELLs: use simplified language, use actions and illustrations to reinforce oral statements, direct and explicit modeling of strategies, and use visual aids. We use various instructional and technology materials to support our ELLs. Some of the materials include texts on various levels that are culturally relevant to these students, Sundance Comprehension Strategies kits, Empire State NYSESLAT ESL/ELL program, content area guided reading materials, use of Smartboard (inter-active whiteboard), and ESL software.

NYCE Units of Study and Instructional Strategies:

Read Aloud

Picture Walks

Shared Reading

Instructional Retelling

Word Study

Mathematics

Science

Social Studies

Writing

Predictable Text

Graphic Organizers

Conferencing

Bridging

Modeling

Pre-Read and Post-Read Activities

Every Pupil Response Activities

Oral Presentation

The ELLs in our bilingual program (kindergarten-grade 2) are given the following assessments: LAB-R, NYSELAT, ECLAS, Rigby Benchmark, DIBELS and the Rigby Benchmark in Spanish to assess independent Spanish language growth. The ELLs in grades 3-8 are administered the ECLAS (grade 3 only), NYSESLAT, New York State ELA, Math, Science (grades 4 and 8 only), predictive and interim exams (ACUITY), and Rigby Benchmark (this assessment helps determine independent reading level). The administration ensures that ELLs receive test accommodations for all exams. The LAB-R and the NYSELAT scores help drive the instruction and shape the curriculum and planning for our ELLs. The bilingual and ESL teachers examine this data for trends and use it to refine our ESL program. As with all of our students the data from multiple assessments and including student work is used to guide and differentiate instruction to meet the needs of our learners. Our ESL teachers are part of the school's Inquiry Team and the Student Intervention Team (SIT). This collaboration ensures that the needs of our ELL population are considered and that programs and services are tailored to meet those needs.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive

intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part VI: LAP Assurances

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) Pre K-8 _____ Number of Students to be Served: 754 _____ LEP 138 _____ Non-LEP

Number of Teachers 60 _____ Other Staff (Specify) 6 (guidance counselor, social workers, phycologists, therapists)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL Learners receive Title III funded after-school instructional support with our New York City English Language Learners Program (NYCE). The program consists of a Beginners, Intermediate and Advanced groupings. All of our ELLs across the grades are invited to be a part of the NYCE program. The ELL students receive instructional strategies that address the areas of strengths and/or weaknesses in the specific modalities identified by the NYSESLAT assessment. An analysis of the aggregate performance results on the NYSESLAT assessment indicates individual, group and grade level specific levels of performance. The differentiated structure of the after-school program provides the specific instructional strategies need by the ELL Learner to address proficiency for Listening & Speaking and Reading & Writing.

The NYCE program uses a thematic literacy approach using authentic literature, leveled books, hands-on instruction, and field trip experiences to help students to reach the next levels in the NYSELAT, NYS ELA, NYS Social Studies and NYS Science tests.

The bilingual and ESL teachers work closely to ensure that the ELLs receive individualized attention in this program and work with small groups helping students acquire language skills through games, rhymes and songs, literature, vocabulary building skills, and visual arts. The NYCE teachers target the NYSESLAT modalities through the use of ESL methodologies.

NYCE Units of Study and Instructional Strategies:

- Read Aloud
- Picture Walks
- Shared Reading
- Instructional Retelling
- Word Study
- Mathematics
- Science
- Social Studies
- Writing
- Predictable Text
- Graphic Organizers
- Conferencing
- Bridging
- Modeling
- Pre-Read and Post-Read Activities
- Every Pupil Response Activities

Oral Presentation

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful transitional bilingual education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher’s College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participated in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is *Teaching English Language Learners* by Katharine Davies Samway and the article *Reading Supports for All* by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles *Getting at the Content* by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is *Successful Strategies for English Language Learners*.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade five to design writing mini-lessons based on Ruth Culham’s 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

<u>Tentative Date</u>	<u>Workshop Topic</u>	<u>Participants</u>
September 2010 City Year and after-	Effective ESL Strategies teachers,	Administration, all volunteer, para- professional school tutors, literacy
November 2010-		

May 2011

Book Study Topic: Teaching English

Administration, all
Language Learners

teachers, para-

professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2009(three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction

Section III. Title III Budget

School: PS/MS 57 _____ BEDS Code: 3104000100057 _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on Department of Education translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 Speak a variety of languages but the majority home languages are 45% Spanish and 3% Asian, African and Bengali languages as per our needs assessment, it is found that we need written translation and oral interpretation written translation and oral interpretation to meet the needs of our non English-speaking parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide bilingual translation for parent letters, newsletters, and flyers. Bengali, Cantonese, and Mandarin will be available to parents via telephone or written forms. African languages translations are not always available.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretations will be available during curriculum nights, parent meetings, parent workshops, parent-teacher conferences, and middle school orientations. These oral translations will be offered by PS 57 staff. Translations are available in Spanish, Cantonese, Mandarin, and Bengali. Any other translations could be done by a parent volunteers as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the *Bill of Parent Rights and Responsibilities*. We have posted in two prominent areas (lobby and main office) a sign with the languages that interpretation can be made available. Written and oral interpretation services will be provided at curriculum nights, PA meetings and workshops, parent meetings, and Parent/Teacher Conferences.

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

School DBN: 04M57

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 057	School Name James Weldon Johnson
Principal Mr. Israel Soto	Assistant Principal Ms. Betty Lugo		
Coach Mr. Jonathan Lee	Coach Ms. J. Chun		
Teacher/Subject Area Ms. Elizabeth Ayala	Guidance Counselor Ms. Alison Hoffman		
Teacher/Subject Area Ms. Sara Parra	Parent Vylmary Bennett		
Teacher/Subject Area Ms. Edna Montanez	Parent Coordinator Ms. Lizbeth Rivera		
Related Service Provider Ms. Shari Birdoff	Other Ms. Susan Counts		
Network Leader Mr. Lucius Young	Other Ms. Michelle Villegas		

B. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	142	ELLs as Share of Total Student Population (%)	18.37%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

7. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
8. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
9. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
10. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
11. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
12. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Initial Identification Process

When students enter school, the child and his family are given the Home language Identification Survey (HLIS). The purpose of the Home Language Identification Survey is to identify ELLs. If the home language of the student has been identified as a language other than English, the student will be administered the Language Assessment Battery-Revised (LAB-R) within ten days of admittance to determine the child's English proficiency level. If the student scores below the proficiency level, the parents may opt for one of three programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. Information from the HLIS forms, parent interview, and data from the LAB-R and the NYSESLAT exams are used to identify the English Language Learners of our school. Students are tested with the LAB-R upon arrival to the school and the NYSESLAT is administered every spring. ESL teacher, bilingual teachers, school administrative staff will conduct the interviews and ensure the information on the HLIS. ESL teacher and test coordinators will administer the LAB-R test and complete the process of scoring and placement.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available before the beginning of the next school year. ELLs that do not test out continue to receive ELL services. Those who pass the test will enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year.

Program Choice

In order to place students in the appropriate program, we invite parents of ELLs to a Parent Orientation at the beginning of the school year and a second time in the spring. Here they receive vital information related to the three program choices available to ELLs citywide. Though we offer only TBE and ESL at PS 57, parents are informed of all three choices equally. During the information session, the parents view the ELL Parent Orientation video, and we answer all questions. The presentation is made in Spanish with translation provided in English and Bengali. The video provides the parents with a verbal, visual and auditory explanation of the three program models. A second orientation is offered when necessary in the spring, and ongoing one-on-one orientation is provided should new arrivals register during the school year. The Parent Coordinator and ESL Teacher are the facilitators of these ongoing orientations. We also assure that materials are available in other target languages for our parents. During this segment of the orientation, the parents are presented with the program models available at PS 57. Upon completion of these presentations and open discussion, the parents are provided with the opportunity to select a program for their child. Parents given information about the different programs available through the New York City Department of Education and shown the informational video. Parents are made aware of parent choice and different options they need to make about programs available for their children. Parent brochures are provided to the parents to convey the information on program choice. If parents are not able to attend the orientation in the beginning of the semester, follow-up workshops will be made available to parents throughout the school year. The workshops are conducted by the ESL teacher and facilitated by the parent coordinator. Workshop starts with the information and explanation of the program choices. Then, the ESL teacher and parent coordinator work through the Program Selection Form in details to guide parents in making choices for their children. Plenty time is reserved for clarifying questions, providing

further explanation and discussion. Finally, parents are provided with the advise from the ESL teacher about what parents can do at home to foster a positive learning experience for their ELL children.

Entitlement Letters

Entitlement letters are sent to families to inform the eligibility of receiving ESL/TBE/Dual Language services for their child upon confirmation of the eligibility of the students through the LAB-R test. Entitlement letters are distributed to the ELLs by the ESL teacher and the homeroom teachers. The letters can either be brought back by the students or the parents can opt to drop it off in the main office of school. Copies are made for each letter. The original letters along with the copies are kept on file for record and future reference.

Placement of ELLs

ELLs are placed in either ESL, TBE or Dual Language Program according to the choice their parents made. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. This applies to grades K to 8. PS 57 currently does not offer Dual Language Program. If parents request Dual Language Program, consultation and referrals will be made to facilitate parents in finding the program in other schools. Such communication will be conducted in parents' native language by bilingual teachers, ESL teacher, school administrative staff or third-party translators.

Trends in Program Choices

The LAP Team meets and reviews parent choice forms and tallies parent's program selections. The LAP Team also looks for patterns and trends within these forms. The growing desire for TBE will be addressed by having at least one bilingual class in grades K through second grade. An evaluation of the Parent Surveys indicates that the parents in the early grades wanted their children in bilingual education. However, this choice is phased out after the second grade, which is consistent with our current parent choice survey information. This is consistent with the fact that parent choice is predominately for an ESL program in grades 3-6. However, parents that chose any other program are supported in obtaining the program of their choice. If the number of parents that make the choice for a TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice. The programs at our school currently are aligned with the parents' choice. For example, one sample of parent responses yielded 90% requesting the Transitional Bilingual Education and about 10% requesting a Dual Language program. The programs offered at PS 57 are consistent with the requests received from parents during our Parent Orientation workshops conducted throughout the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown

K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1					1	2							4
TOTAL	5	9	5	22	20	24	6	4	4	0	0	0	0	99

Part IV: ELL Programming

F. Programming and Scheduling Information

15. How is instruction delivered?
 - c. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - d. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
16. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - b. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
17. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
18. How do you differentiate instruction for ELL subgroups?
 - f. Describe your instructional plan for SIFE.
 - g. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - h. Describe your plan for ELLs receiving service 4 to 6 years.
 - i. Describe your plan for Long-Term ELLs (completed 6 years).
 - j. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Public School 57 presently has a Transitional Bilingual program K-2 Spanish/English and a Freestanding ESL program. Currently our Bilingual/ESL program consists of three Spanish Transitional Bilingual Education classes for grades Kindergarten through Second, one per grade.

Students tested that meet the criteria for a bilingual program will be placed in a bilingual program unless the parent decides to place their child in a different program. Teachers in the bilingual/ESL program are fully licensed. As students test out and the number of students becomes reduced parents request to have their children in a monolingual setting. The students transition into a monolingual class (1 class per grade 3-6 target language English) with a teacher who speaks Spanish, in order to lend support to students and parents. The ESL teachers also provide services to these classes using mostly a push in model. The pull-out model is used as needed. The teachers in these classes use ESL methodologies such as total physical response (TPR), shared reading and writing, phonemic awareness, Language Experience Approach, Sheltered English, and balanced literacy.

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five, Everyday Math is used as the math core curriculum; in grades six through eight Impact Math is used. Our science program stresses both the content-area literacy as well as the hands-on experience in the science lab. In social studies, students conduct discussion and investigation in small group setting supported by the teacher to maximize the learning experience. Throughout the subject areas we use the workshop model to deliver instruction to our students. The workshop model includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. Our ESL teacher pushes in the content classes. School bilingual teachers and bilingual paraprofessionals also support students in classroom.

We have three fully-certified teachers of Transitional Bilingual Education (TBE), one content area teacher with bilingual extension, one fully

certified ESL teacher, one certified Foreign Language Teacher, and one certified Special Ed. teacher serving the ELL population of 142 students. One hundred percent of our classroom teachers are fully-certified. In addition we have two paraprofessionals supporting the needs of our ELLs in our CTT classes. Our librarian is bilingually certified and serves the school as a whole. We recognize that we will need another ESL certified teacher for our school and will be actively recruiting additional ESL teacher to serve our students.

The focus of our bilingual and ESL program is to meet the needs of our ELLs and enabling them to meet the performance standards through a balanced literacy approach. In order to ensure that we support our ELLs within the core curriculum the ESL teacher pushes -in for their mandated units of service (beginner and intermediate ELLs: 360 minutes per week and Advanced ELLs: 180 minutes per week). In our bilingual programs students receive 45 minutes of Native Language Arts (Spanish) and 90 minutes of ESL instruction daily. Our ESL teacher aligns their program with the present unit of study being covered in the classes of their ELLs, NYSESLAT data, and the performance standards along with ESL methodologies. Our ESL teachers and support staff assist the ELLs by using the scaffolded reading experience framework of pre-reading, during reading, and post-reading within the ELLs' classrooms. This framework ensures that the ELLs are receiving the instruction needed to broaden their repertoire of reading skills and strategies. Our bilingual and ESL teachers use a variety instructional materials including, but not limited to, guided reading books, leveled library books, audio books, the Sundance Reading Comprehension Strategies kit, and the Empire State NYSESLAT ESL/ELL program.

The rationale for the selection of programs and activities for our ELLs is determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs (based on data from: NYSESLAT, LAB-R, NYS ELA and Math exams, predictive and interim assessments, ECLAS, and Rigby Benchmarks English and the Spanish Rigby Benchmarks). Data from the Home Language Report (RHLA) supports English and Spanish as our languages of instruction. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELL Learners. It is our belief that the same state standards will be applied to the instructional lessons of our ELL Learners, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the No Child Left Behind Act (NCLB) is adhered to for every ELL Learner inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's work. We group students according to their proficiency levels and modalities so that we can target on their specific needs. For students that need more practice in listening, we offer the computer audio programs for them to listen to. Those will benefit the most from speaking practice, we desing units in helping them to acquire vocabulary and improve fluency. Students struggling in the reading and writing areas will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

Paste response to questions 5-14 here

Public School 57 uses the balanced literacy model as the core curriculum in reading and writing in grades kindergarten through eight. In grades kindergarten through five Everyday Mathematics and in grades six through eight Impact Math program are used as the math core curriculum. Throughout the subject areas we use the workshop model to deliver instruction to our students. In science, scientific vocabulary is taught with additional ESL strategies to the ELLs who are not proficient in reading and writing. In ELA, balanced literacy model is applied. The ELLs are grouped in a small group working specifically with ESL teacher to ensure the delivery and understanding of the material and approaches. Social science is taught to the ELLs by using different levels of the historic documents and textbooks in a smaller group setting. All the instruction includes a mini-lesson with explicit modeling by the teacher of the strategy being taught, active engagement where students have an opportunity to practice the strategy, and a whole group share time. Our teachers are mindful to confer individually with students throughout the subject areas to ensure differentiation and assess how effectively the students grasped the concept taught. All the instruction is given in both Spanish and English for the TBE program. In the ESL program, bilingual paraprofessional is available to provide language support to the ELLs in addition to the ESL instruction.

After ELLs reaching proficiency on the NYSESLAT, we keep monitoring their progress in performance by analyzing the data from their state tests as well as communicating with their teachers. Even though they exist out the program, former ELLs may still need language support to ensure the smooth transition to the general classroom. Our ESL teacher works closely with the former ELLs, their parents and teachers to support the students.

Public School 57 offers a wide variety of support services both mandated and at-risk. These services included, SETSS (mandated and at-risk as determined by the students' IEP or Student Intervention Team), speech and language therapy (bilingual and monolingual), occupational therapy, counseling (we have two bilingual social workers), ELA, math, and science Academic Intervention Services (AIS), small group tutoring (extended-day AIS before school), and the Yes We Can Test Preparation program after-school.

Our curriculum is enriched through the many arts programs offered to our students during and after school. Public School 57 offers a plethora of after school enrichment and remediation activities. Beginning in first grade we offer the Reading Excellence and Discovery (READ) Foundation after-school and summer program (offered to monolinguals and ELLs of beginner, intermediate and advanced level). Y After-School Program (including a karate program), City Year After-School Program, Urban Dove After-School and Summer Program, Say Yes to Education after-school/Freedom School, 57 Scholars Program (enrichment for gifted and talented students including chess, robotics, journalism, photography, debate, and theater), Theater From the Heart, Newspaper Club, the Lego City Robotics Club, basketball, soccer, tennis, and track and field. All of our ELLs are strongly encouraged to participate in the many activities PS 57 has to offer. The parent coordinator, ESL/bilingual teachers, and the parent association inform and advertise the various programs to the parents of our ELLs during the ELL orientation, curriculum night, and PA meetings. Many of our ELLs participate in the after-school program including the Scholars and sports programs. All of the programs send applications home to the parents in English and Spanish. Staff members of the programs and PS 57 can translate in other languages like Bengali, and Chinese to assist filling out applications/forms for the various extra-curricular programs.

By the linguistic level based on formative and summative data and their needs, PS 57 offers differentiated instruction to the subgroups of ELLs by providing smaller classes, individualized instruction, tutoring, and enrichment and after-school programs. We provide support to former ELLs by placing them with bilingual teachers who are trained in ESL methodologies and strategies to offer continuous ESL support. In addition to the ESL programs, our ELLs and former ELLs participate in after school education--Urban Education Exchange who provides support in reading comprehension. All the support used in our programs is age and developmentally appropriate. With our bountiful resources and programs, we are able to support ELLs correspond to their ages and levels.

Native language instruction and support is provided for our ELLs. In the TBE program, bilingual teacher delivers the instruction in both English and native language. Native language literacy is taught and emphasize. In the ESL program, we provide native language support and instruction whenever possible since we recognize the importance of transfer effect from first language to second language as well as the cultural connection to the students. In addition, we offer foreign language class and native language class in Chinese and Spanish to help our students develop and maintain their languages.

Beginning of September, 2010, PS 57 will offer an orientation breakfast in our school's Garden of Dreams for incoming new ELLs and their parents. This event will take place before the school year starts. During this event, students and parents will have an opportunity to meet with the administration, ESL and bilingual teachers. Students and parents will be informed of the upcoming orientation curriculum night.

Our school makes staff available to help ELLs as they transition from the elementary to middle school level and from the middle school to high school level. The ESL teachers and the parent coordinator conduct meetings in the fall to explain the middle and high school application process in Spanish. Interpretation is made available in Bengali as needed. The parent coordinator takes ELLs and their parents to visit middle schools and high schools throughout the city. The parent coordinator is available as needed to help fill out the middle and high school applications. The ESL teachers push into fifth grade classrooms in order to help the ELLs master both reading and content before they transition into middle

school. In the middle school teachers are trained in ESL strategies to help make the more complex content more manageable for our ELLs on these grade levels. Academic intervention services (AIS) is available for ELLs before school and throughout the day to help ensure our students obtain skills needed to succeed in the next level of education.

PS 57 will conduct a supplementary extended day ELL Academy for English language learners who, as identified by the NYSESLAT and LAB-R, are at the beginning and intermediate proficiency level. Following the same format as in the previous two years, the after school program for ELLs (NYSE Program) will focus on a thematic literacy approach using literature books, leveled readers, and hands-on instruction and field experiences.

The ELL Academy for beginning K-3 grade students will begin in November 2010 and run through May 2011. The classes will meet two days a week from 2:45 pm to 5:00 pm and three (3) Saturdays for the field component four and a half hours (4.5) per day. The three (3) bilingual teachers and the (1) ESL teacher will work with small groups helping students to develop language skills through word games, rhymes and songs, literature, and vocabulary building skills. The Title III instruction will be provided in English. NLA support (in Spanish) will be provided as needed. The students will develop reading and oral fluency as well as listening skills and comprehension skills. The four NYSE program teachers (1 ESL, 3 bilingual teachers) will be focusing on literacy development through content area instruction (Math and Science) with ESL strategies and scaffolds with small group interactive instruction. Parents will be encouraged to participate in class activities to support small group instruction and help students in the development of language through hands-on activities and field trip experiences.

The purpose of the program is to nurture students' love of language and to develop the vocabulary, concepts and language functions in connection with content learning. In addition, our goal is to continue to help students increase performance on the NYSESLAT by one proficiency level. Both students and parents have the opportunity to work cohesively with experienced bilingual/ESL teachers. The teachers will plan projects and provide educational field exposure that will help the students make real life connections. The Title III program will be supervised by the Principal and the Assistant Principal.

- Participate in hands-on experiential learning via small group activities.
- Enrich content knowledge and cultural awareness by attending NYC museums, zoos and theaters.
- Develop awareness of community resources and places of interest in East Harlem.
- Provide the opportunity to coach parents in language and literacy strategies to support their children at home, as well as develop their own literacy skills in English.

Materials consistent with New York City/State standards will support all classroom instruction and address the student's proficiency and ability levels. Literature books and leveled readers will be for the exclusive use of the extended day ELL Academy (NYSE Project). Materials purchased will include NYSESLAT preparation books and the "Just Right" program. Bilingual/ ESL Teachers will integrate content area instruction in Math and Science into the NYSE Program using Just Right readers Level A\B and the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam.

Educational trips will be conducted to support the thematic units in the Title III instructional programs. The students will participate in programs at the Museum of Natural History and will include hands on approach through the museum. Central Park Zoo instructional programs allow students to observe animals and develop an understanding of animal behavior and classification. The Society of Educational Arts (SEA) will be visiting our school and performing for our ELLs. The Performances include Juan Bobo Stories from Puerto Rico y Santo Domingo, Goldilocks.

Our Bilingual/ESL program will remain primarily as it exists today. Our priority for making classroom changes will be determined by Parent Choice; the number of ELLs; and the academic needs of our ELLs. We will continue to provide a rigorous curriculum that addresses the individual, group, and whole class needs of our ELLs. It is our belief that the same state standards will be applied to the instructional lessons of our ELLs, while being mindful of the culture, conceptual and native language-based needs of these students. We will continue to assure that the NCLB is adhered to for every ELL inclusive of the accommodations, modification, and specific instructional needs based upon the data driven information. We also offer Spanish and Chinese as a foreign language and heritage language to our students to foster their linguistic and cultural knowledge and connection to the languages.

H. Schools with Dual Language Programs

6. How much time (%) is the target language used for EPs and ELLs in each grade?
7. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
8. How is language separated for instruction (time, subject, teacher, theme)?
9. What Dual Language model is used (side-by-side, self-contained, other)?
10. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

I. Professional Development and Support for School Staff

4. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
5. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
6. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful Transitional Bilingual Education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher's College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participate in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is Teaching English Language Learners by Katharine Davies Samway and the article Reading Supports for All by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles Getting at the Content by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is Successful Strategies for English Language Learners. Professional development takes place throughout the school year to ensure teachers are well prepared to meet the needs of the ELLs.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade eight to design writing mini-lessons based on Ruth Culham's 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

Tentative Date	Workshop Topic	Participants
September 2010	Effective ESL Strategies	Administration, all teachers, City Year and after-school tutors, literacy volunteer, para-professional
November 2010- May 2011	Book Study Topic: Teaching English Language Learners	Administration, all teachers, para-professionals

(each grade meets
2 times this month)

1. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to

facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program. The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2011 (three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction.

In order to ensure that our teachers receive at least seven and a half hours (10 hours for our special education teachers and paraprofessionals) of strategies in teaching ELLs as per Jose P, staff development will take place throughout the year. The initial training of the year on ESL strategies takes place when the teachers and paraprofessionals return for professional development and to set up their classrooms in late summer. Professional development on strategies of teaching ELLs continues through the year during weekly common preparation/pd periods and during full day professional development days. The school administration ensures that any professional development taking place across the subject areas address the needs of our ELL population by observing the class and discussion with the teachers and students.

J. Parental Involvement

5. Describe parent involvement in your school, including parents of ELLs.
6. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
7. How do you evaluate the needs of the parents?
8. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents will hold an integral part in our ELL Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home.

Parents will participate in parent -student workshops held on selected Saturdays to expand parent and student learning opportunities. The parents will get the chance to make projects, use science activities, explore cooking and gain an understanding of their roles as teachers, while creating a bond with our school and their families. Four (4) licensed teachers and one (1) administrator will facilitate the Saturday programs. The Saturday Workshops are programmed to run for two (2) Saturdays and each session will last for four (4) hours starting from fall, 2010. In order to build capacity among immigrant parents, PS 57 will develop center- based workshops for parents and students geared to help parents to make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLs will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

Parents participate in a varied curriculum of activities at PS 57. This year in partnership with North General Hospital and other organizations, parents have enjoyed workshops in a variety of areas and topics such as, Health: Women's Wellness Day, Asthma Workshop, Stress Management and Relaxation Workshops - Education: Helping Your Child Succeed Academically, the Importance of Immunization, How to Talk to Your Child about Sex. Nutrition: The Vegetable of the Month, Cook Shop. Spanish translation services are available via the parent coordinator and the parent's association for every workshop. Parents are offered adult ESL classes since the beginning of the school year and throughout the year.

As a community, the parents are always welcomed participants on fieldtrips, school wide shows, talents shows and other activities. We also host a Women's Wellness Day dedicated to our parent mothers. The School Leadership will be sponsoring in the spring of 2011 a Multicultural Dinner where families come together to share their customs and cultures. The parents' talents are also a resource for the school. Parents are strongly encouraged and often spend time working with individual students, helping with art projects and taking on various volunteer duties regardless of language they speak or education level.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African

languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on the Department of Education to translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 speak a variety of languages but the main home language is 93% Spanish, followed by 2% Chinese, 2% French, among others Bengali. As per our needs assessment, it is found that we need written translation and oral interpretation to meet the needs of our non English-speaking parents.

Parent Activities

Timelines/Logistics for parent Workshops

Time	Topic	Expected Number of Parents
Saturday, November 19, 2010	Help Your Child Succeed in School	40
Saturday, February 4, 2011	Help Your Child Succeed on the NYS ELA and Math Exams	25
Saturday, June 11, 2011	Summer Activities and Games That Promote Learning	50

All the workshops are in bilingual format. Folders with resources will be provided to the parents that attend the workshop. Extra packets will be made available for those that are interested, but did not attend the workshops. Refreshments will be provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	7	5	2	0	2	0	1	0					19
Intermediate(I)	7	10	7	7	10	8	3	3	4					59
Advanced (A)	7	7	10	13	10	14	3	0	0					64
Total	16	24	22	22	20	24	6	4	4	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		0	0	2	0	0	0	0	0				
	I		15	5	3	0	0	0	0	0				
	A		9	17	9	12	10	3	3	2				
	P		0	0	8	8	14	3	1	2				
READING/WRITING	B		7	2	3	0	1	1	2	2				
	I		9	8	7	10	4	4	1	3				
	A		3	6	11	10	19	0	0	1				
	P		4	6	1	0	0	1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	8	0	16

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	2	6	7	0	15
5	0	3	0	1	4
6	2	1	0	0	3
7	4	1	0	0	5
8	N/A	0	0	0	0
NYSAA Bilingual Spe Ed	9	1	1	0	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		4		12		2		19
4	0		2		7		4		13
5	0		2		2		0		4
6	2		0		0		1		3
7	2		2		1		0		5
8									0
NYSAA Bilingual Spe Ed	6		3		2		0		11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		2		13		17
8									0
NYSAA Bilingual Spe Ed	0		0		0		2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		3		0		4
8									0
NYSAA Bilingual Spe Ed	3		0		0		0		3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

- B. After reviewing and analyzing the assessment data, answer the following**
7. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 8. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 9. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 10. For each program, answer the following:
 - d. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - e. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - f. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 11. For dual language programs, answer the following:
 - d. How are the English Proficient students (EPs) assessed in the second (target) language?
 - e. What is the level of language proficiency in the second (target) language for EPs?
 - f. How are EPs performing on State and City Assessments?

distinct indicators of weakness evidenced with the NYSESLAT within the TBE program and ESL program and both program seem to be working well for our population of students. As evidenced by the chart below, the students are showing progress in the TBE program and the ESL program. By the Third Grade, the level of student proficiency shifts significantly to the (A) Advanced and a significant number of students exit the ESL program as reflected by their NYSESLAT results. The number of students achieving at the (A) level of proficiency at the Fourth Grade indicates that our program tends to meet our students' needs in a manner that is supported by the research based information supporting three to four years of ESL/Bilingual instruction. The level of student proficiency at grades Five, Six and Seven are clearly evident. Our students begin exiting the ESL program at these grade levels.

The patterns yielded by this data across the four modalities will affect instructional decisions made for our Bilingual/ESL programs. Although we are a school that has a constant influx of students requiring Bilingual/ESL services, the number of students continuing to exit the bilingual program is significant. These students are immediately assessed and immersed into the appropriate program that matches their needs and the Parent Choice Survey. An in-depth review of specific modalities has yielded an area of concern that pertains to the sub-categories of the NYSESLAT in the areas of reading and writing. Our students that continue to score in the (B) and (I) range after the third grade evidenced weaknesses in the areas of listening and speaking. In the past the Balanced Literacy Model and the Teachers College (Readers and Writers Workshop) program have been the underling structure of our reading and writing instructional program. The reader's workshop will include guided reading, strategy lessons, shared/reading writing tailored to their ELL population. The balanced literacy model will continue to be utilized, since the impact has been significant as indicated by the number of students that continue to exit the ESL/Bilingual program at the 3-7 grade levels. The ESL Extended Day program provides our students with additional experiences in the areas of reading and writing. The program is based upon the use of authentic literature and various genres that are grade level appropriate. In addition to this program, the ESL Teacher integrates the Empire State NYSESLAT ESL/ELL student book and audio CD in order to support curriculum goals and promote success on the NYSESLAT exam. The teachers will use the data information provided by the NYSESLAT Exam History Report (RLAT) for the purpose of planning their lessons to meet the needs of their ELLs.

In order to provide support, skill reinforcement to support curriculum goals, promote success on the NYSESELAT, NYS ELA, NYS Math, and NYS Science, and help our ELL students become successful students we use various teaching strategies and instructional materials. Our teachers use scaffolding strategies to help our ELLs organize their thoughts in English and understand concepts and skills on content areas, such as Math, Science, and Social Studies. The following are researched scaffolding approaches we use with our ELLs: use simplified language, use actions and illustrations to reinforce oral statements, direct and explicit modeling of strategies, and use visual aids. We use various instructional and technology materials to support our ELLs. Some of the materials include texts on various levels that are culturally relevant to these students, Sundance Comprehension Strategies kits, Empire State NYSESLAT ESL/ELL program, content area guided reading materials, use of Smartboard (inter-active whiteboard), and ESL software.

NYCE Units of Study and Instructional Strategies:

Read Aloud

Picture Walks

Shared Reading

Instructional Retelling

Word Study

Mathematics

Science

Social Studies

Writing

Predictable Text

Graphic Organizers

Conferencing

Bridging

Modeling

Pre-Read and Post-Read Activities

Every Pupil Response Activities

Oral Presentation

The ELLs in our bilingual program (kindergarten-grade 2) are given the following assessments: LAB-R, NYSELAT, ECLAS, Rigby Benchmark, DIBELS and the Rigby Benchmark in Spanish to assess independent Spanish language growth. The ELLs in grades 3-8 are administered the ECLAS (grade 3 only), NYSESLAT, New York State ELA, Math, Science (grades 4 and 8 only), predictive and interim exams (ACUITY), and Rigby Benchmark (this assessment helps determine independent reading level). The administration ensures that ELLs receive test accommodations for all exams. The LAB-R and the NYSELAT scores help drive the instruction and shape the curriculum and planning for our ELLs. The bilingual and

ESL teachers examine this data for trends and use it to refine our ESL program. As with all of our students the data from multiple assessments and including student work is used to guide and differentiate instruction to meet the needs of our learners. Our ESL teachers are part of the school's Inquiry Team and the Student Intervention Team (SIT). This collaboration ensures that the needs of our ELL population are considered and that programs and services are tailored to meet those needs.

Instruction is differentiated for the ELLs subgroups by push-in and pull-out programs provided by the AIS, ESL and SETSS teachers. Para-professional provides additional support as needed in the ELL students' classrooms. SIFE students receive both push in and pull out services provided by AIS, ESL and SETSS teachers. Our two ESL teachers and para-professionals push into the classrooms and the science lab to provide support and scaffold instruction for our ELLs. Former ELLs are continued to be supported throughout the year by classroom paraprofessionals, AIS, ELLs and SETS teachers. Former ELLs continue to receive test accommodations on interim and State exams as permitted for two years. The ESL teachers are part of our school's Inquiry Team in order to provide the input and insight to the research and implementation of the team's

Part VI: LAP Assurances

intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to ensure students' skills in reading non-fiction texts.

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) Pre K-8 _____ Number of Students to be Served: 754 _____ LEP 138 _____ Non-LEP

Number of Teachers 60 _____ Other Staff (Specify) 6 (guidance counselor, social workers, phycologists, therapists)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL Learners receive Title III funded after-school instructional support with our New York City English Language Learners Program (NYCE). The program consists of a Beginners, Intermediate and Advanced groupings. All of our ELLs across the grades are invited to be a part of the NYCE program. The ELL students receive instructional strategies that address the areas of strengths and/or weaknesses in the specific modalities identified by the NYSESLAT assessment. An analysis of the aggregate performance results on the NYSESLAT assessment indicates individual, group and grade level specific levels of performance. The differentiated structure of the after-school program provides the specific instructional strategies need by the ELL Learner to address proficiency for Listening & Speaking and Reading & Writing.

The NYCE program uses a thematic literacy approach using authentic literature, leveled books, hands-on instruction, and field trip experiences to help students to reach the next levels in the NYSELAT, NYS ELA, NYS Social Studies and NYS Science tests.

The bilingual and ESL teachers work closely to ensure that the ELLs receive individualized attention in this program and work with small groups helping students acquire language skills through games, rhymes and songs, literature, vocabulary building skills, and visual arts. The NYCE teachers target the NYSESLAT modalities through the use of ESL methodologies.

NYCE Units of Study and Instructional Strategies:

- Read Aloud
- Picture Walks
- Shared Reading
- Instructional Retelling
- Word Study
- Mathematics
- Science
- Social Studies
- Writing
- Predictable Text
- Graphic Organizers
- Conferencing
- Bridging
- Modeling
- Pre-Read and Post-Read Activities
- Every Pupil Response Activities

Oral Presentation

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Beginning in September 2010 the school will continue to provide our bilingual, ESL teachers, and administration with professional development. They will be given the opportunity to visit schools within our network and beyond that have a successful transitional bilingual education (TBE) and ESL program to observe and discuss best practices. These teachers will also have the opportunity to attend ESL workshops at Columbia University Teacher’s College. Many of these workshops focus on supporting ELLs in a balanced literacy environment.

In the school year 2010-2011, PS 57 will participate in various and numerous staff development sessions. Professional Development sessions will be facilitated by ESL teachers, Bilingual Teachers, Administrators, and invited staff developers. Teachers across the grades will participated in a book club/study group spear-headed by the full-time ESL teacher and the administration. The focus of this book study is scaffolding instruction to help ensure the success of our ELLs. The book used in the study is *Teaching English Language Learners* by Katharine Davies Samway and the article *Reading Supports for All* by Jill Fitzgerald and Michael Graves. The goal of this book study/professional development series is to help our teachers and paraprofessionals, bilingual, mono-lingual, general, and special education, more effectively scaffold and differentiate instruction for our ELLs.

Our teachers will also have the opportunity to participate in other workshops during their common preparation periods. These topics include helping ELLs more easily master content by incorporating strategies for language learning. The articles *Getting at the Content* by Yu Ren Dong can be used as a focus and guide for this professional development. Another workshop offered would be on using effective ESL strategies to help ensure the needs of our ELLs are met. One of the references to be used for this professional development is *Successful Strategies for English Language Learners*.

Throughout the school year, teachers have been working collaboratively from kindergarten through grade five to design writing mini-lessons based on Ruth Culham’s 6+1 Writing Traits. Teachers are reminded to be mindful of embedding ESL strategies into these lessons since most of our classes have ELL students in them.

Tentative Schedule of Workshops

<u>Tentative Date</u>	<u>Workshop Topic</u>	<u>Participants</u>
September 2010 City Year and after-	Effective ESL Strategies teachers,	Administration, all volunteer, para- professional school tutors, literacy
November 2010-		

May 2011

Book Study Topic: Teaching English

Administration, all
Language Learners

teachers, para-

professionals

(each grade meets
2 times this month)

2. Professional Development Plan

Professional development will take shape through the formation of a teacher study group consisting of the teachers involved in the extended day program (1 ESL, 3 Bilingual Teachers). The study group will meet for two (2) study group cycles, meeting 1 hour per week for three consecutive Mondays in November 2010 and February 2011, after school from 2:45 pm to 3:45 pm. Each teacher will have the opportunity to facilitate one cycle. Through these study groups the teachers will explore best practices for our ELL students in the extent of the program.

The focus of the study groups will be on best practices and strategies to help support our ELLs during and after-school. The text to be used during these study groups/professional development sessions is Supporting English learners by Farin Houk. This text will expose us to successful ELL programs around the country and gives hands-on teaching ideas. The first series of workshops in November 2010 (three Mondays 1 hour Sessions) will be focused on how administrators and teachers can work together to create a successful ELL program, as well as how to create home-school partnerships that support it. The second series of workshops in February 2009(three Mondays 1 hour Sessions) will focus around the theme of best practices for ELLs. These workshops will offer the Title III program teachers explicit strategies for implementing best-practice ELL instruction

Section III. Title III Budget

School: PS/MS 57 _____ BEDS Code: 3104000100057

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents of entering students fill out a HILS form to identify the main languages at PS 57. This information aides staff to provide information to parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

ATS information, HLIS forms and LAB-R information shows that Spanish is the major language at PS 57, followed by Bengali, Asian and African languages. The Spanish population continues to grow. We have in-house/staff translators for Spanish, Bengali, and Chinese languages. We rely on Department of Education translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 Speak a variety of languages but the majority home languages are 45% Spanish and 3% Asian, African and Bengali languages as per our needs assessment, it is found that we need written translation and oral interpretation written translation and oral interpretation to meet the needs of our non English-speaking parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide bilingual translation for parent letters, newsletters, and flyers. Bengali, Cantonese, and Mandarin will be available to parents via telephone or written forms. African languages translations are not always available.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretations will be available during curriculum nights, parent meetings, parent workshops, parent-teacher conferences, and middle school orientations. These oral translations will be offered by PS 57 staff. Translations are available in Spanish, Cantonese, Mandarin, and Bengali. Any other translations could be done by a parent volunteers as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the *Bill of Parent Rights and Responsibilities*. We have posted in two prominent areas (lobby and main office) a sign with the languages that interpretation can be made available. Written and oral interpretation services will be provided at curriculum nights, PA meetings and workshops, parent meetings, and Parent/Teacher Conferences.